

VOLUME 25

NUMBER 4

BULLETIN

STATE TEACHERS

COLLEGE

**A State Institution for Training Teachers
for the Public Schools of Mississippi**



ANNOUNCEMENTS

1938-1939

HATTIESBURG, MISSISSIPPI

April, 1938

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STATE TEACHERS COLLEGE
HATTIESBURG, MISSISSIPPI

**A State Institution for Training Teachers for the
Public Schools of Mississippi**

**Member of the American Association of Teachers Colleges
and of the Southern Association of Colleges
and Secondary Schools**

ANNOUNCEMENTS, 1938-1939

FALL QUARTER OPENS SEPTEMBER 14, 1938



AIMS OF THE COLLEGE

The aims of State Teachers College may be classified as pre-professional and professional.

Pre-professional aims include developing the ability to interpret and appreciate the culture of the past, to understand the fundamental principles of our social, political, and economic orders, to appreciate and love truth, to appreciate the social amenities, to present ideas clearly and accurately in oral or written expression, and to read literature in the students chosen fields of study. They also include developing or encouraging good health, high moral character, pleasing personality, patience and tolerance, a sense of humor, and a high sense of obligation for service to the community.

Professional aims of the College include training prospective teachers in a knowledge of subject matter in their chosen fields of study, in a sound philosophy of education, in knowledge of fundamentals of education, including methods of teaching, in practical application of methods of teaching, and in knowledge of fundamental principles of human behavior.

The College hopes to keep in touch with the teachers in service in order to assist them in the selection of reading matter on current educational and professional topics, to advise them of courses at the College that should be of benefit to them professionally, and to assist them in the solution of immediate administrative, teaching, or professional problems. The College also endeavors to lead the way in the improvement of educational conditions in our State.

ACADEMIC CALENDAR**1938-1839**

Faculty meetings will be held at 7:30 p. m., on the second Tuesday and fourth Tuesday of October, November, January, February, March, and April.

Sept. 14, Wednesday—10:00 a. m.—Faculty meeting.

—1:30 to 5:00 p. m.—Placement tests for all freshmen and transfer students. Exemption tests for those wishing to be excused from freshman courses in science, mathematics, English, and commerce.

—1:30 to 4:30 p. m.—Entrance examinations for mature students who cannot present fifteen units of high school work.

—1:30 to 4:30 p. m.—Registration and classification of seniors.

—7:00 p. m.—Physical examinations at the College hospital. No student's registration is complete until he has taken the physical examination.

Sept. 15, Thursday — 8:00 a. m., to 10:30 a. m., and 1:30 to 4:00 p. m.—Registration and classification of sophomores and juniors. Orientation program for freshmen. Physical examinations.

—10:45 a. m.—First Chapel service.

Sept. 16, Friday —8:00 a. m. to 12:00 noon—Registration and classification of freshmen. Physical examinations.

—1:15 to 4:45 p. m.—Friday classes meet on a thirty minute schedule (first period through seventh period).

Sept. 19, Monday —8:00 a. m.—Class work begins on regular schedule.

Sept. 21, Wednesday—Last day for full registration for Fall Quarter.

Sept. 28, Wednesday—Last day for twelve academic hours registration for Fall Quarter.

Nov. 11, Friday —Homecoming.

Nov. 23, Wednesday—4:00 p. m. to Nov. 28, Monday, 8:00 a. m.
—Thanksgiving holidays.

Dec. 8 and 9, Thursday and Friday—Fall Quarter Examinations.

Dec. 12, Monday —8:00 a. m.—Class work begins for Winter Quarter. Last day for payment of fees for Winter Quarter to escape late registration fee.

Dec. 16, Friday —4:00 p. m.—Christmas holidays begin.

Jan. 3, Tuesday —Class work resumed.
—Last day for full registration for the Winter Quarter.

Jan. 10, Tuesday —Last day for twelve academic hours registration for Winter Quarter.

March 14 and 15, Tuesday and Wednesday—Winter Quarter examinations. Spring holidays begin at the end of examinations.

March 20, Monday—Class work begins for Spring Quarter. Last day for payment of fees for Spring Quarter to escape late registration fee.

March 27, Monday—Last day for full registration for Spring Quarter.

April 3, Monday—Last day for twelve academic hours registration for Spring Quarter.

April 25, Tuesday—Second term of Spring Quarter begins.

May 7 to 12—Religious Emphasis Week.

May 23, Tuesday—Graduation exercises for the Demonstration School.

May 25 and 26, Thursday and Friday—Senior Examinations.

May 30, Tuesday—8:00 p. m.—Graduation exercises.

May 31 and June 1, Wednesday and Thursday—Spring Quarter examinations.

June 5, Monday—Summer Quarter begins.

June 12, Monday—Last day for full registration for entire Summer Quarter, or for six academic hours registration for first term.

June 19, Monday—Last day for twelve hours academic registration for Summer Quarter.

July 4, Tuesday—Holiday.

July 11, Tuesday—Mid-quarter examinations.

July 12, Wednesday—Second term of Summer Quarter begins.

August 15, Tuesday—8:00 p. m.—Graduation exercises.

August 18, Friday—Summer Quarter examinations.

Each Sunday evening at six-thirty, vesper services are held under the direction of the Christian Association.

Sunday afternoon musicals are held at 4:00 p. m. on the first Sunday of each month under the direction of the Department of Music.

NOTE:—License may be renewed by attending the last half of the Spring Quarter, or either term of the Summer Quarter.

BOARD OF TRUSTEES

of the

INSTITUTIONS OF HIGHER LEARNING
STATE OF MISSISSIPPI

Governor Hugh White	President
Major W. Calvin Wells	Chairman
J. A. Ellard	Executive Secretary

TERMS EXPIRING 1948

Major W. Calvin Wells	Jackson
Ransom Aldrich	Michigan City
J. W. Savage	Gulfport

TERMS EXPIRING 1944

Bishop William Mercer Green	Meridian
B. G. Hazard	Columbus
Miss Martha Enochs	Jackson

TERMS EXPIRING 1940

J. Heck Currie	Meridian
D. P. Granberry	Laurel
O. F. Bledsoe	Greenwood
Mrs. Susie Walker Smythe	Kosciusko
James McClure	Sardis
G. B. Walker	Stoneville

FACULTY COMMITTEES, 1938-1939

Academic Honors—Lowrey, Austin, Weathersby, Wiley, Bolton.

Advisory to the President—Kincannon, Lowrey, Dearman, Peterson, Weathersby, Austin, Thomas, Bolton, Wiley, Schwartz, Marsh, Lewis.

Athletics—Dearman, Rivers, Green, Rogers, Wiley, Wilkins, Wheeler.

Attendance—Austin, Peterson, Thomas, Ramey, Brown.

Calendar—Ramey, Marsh, Mrs. Rogers, Tubb, Hickman, Ware, D'Olive, Dearman.

Certificates and Graduation—Lowrey, Pulley, Rivers, Wiley, Peterson.

Christian Associations—Walker, Dearman, Perry, Bass, Jones, Ramey, Ware, Kincannon.

Courtesy—Hall, Jones, Hickman, D.Olive, Thomas.

Credits—Rivers, Pulley, Weathersby.

Curricula—Lowrey, Schwartz, Walker, Lewis, Marsh, Weathersby, Roberts.

Discipline—Weathersby, Austin, Bolton, Frazier, Schwartz, Kincannon.

Examinations—Peterson, Bingham, Campbell, Brown.

Extension and Correspondence—Weathersby, Freeny, Rivers, Stuart, Brown.

Housing—Ramey, Vann, Frazier, Green, Perry, Hall, Freeny.

Junior College Advisory—Rivers, Ware, Bass, Lewis, Hall, Bolton.

Library—Lewis, Roberts, Jones, Kincannon, Shands, Hickman, Walker.

Lyceum—George, Wilkins, Lowrey.

Mississippi Historical Affairs—Kincannon, Rivers, Wiley, Hall, Dearman, Lowrey, Bolton, Hickman, Lewis, Roberts, Brown, Ramey.

Placement—Craft, Rivers, Jones, Freeny.

Publicity—Wiley, Mrs. Rogers, Marsh, Bass, Pulley, Green, Rogers.

Scholarship—Lowrey, Pulley, Wiley, Austin, Bass, Shands, Fritzsche.

Student Social Life—Lewis, Dearman, Hickman, Peterson, Perry, Ramey, Ware, Rogers.

ADMINISTRATIVE OFFICERS AND FACULTY**1937-1938****Administrative Staff**

J. B. George, Ph.D.	President
R. G. Lowrey, Ph.D.	Dean
Mary Pulley, B.S.	Registrar
Bert Wilkins	Secretary
Lynda Ramey, M.A.	Dean of Women
R. F. Rivers, M.A.	Assistant Registrar and Director of Instruction in the Junior College Director of Correspondence Study.
H. M. Craft, M.A.	Director of Placement Service and Superintendent of Demonstration School
W. H. Weathersby, Ph.D.	Director of Teacher Training
J. F. Stuart, M.A.	Director of Extension

Other Officers of the College

V. M. Morgan	Bookkeeper
Mrs. C. A. Rogers, B.S.	Secretary to the President
Mary Donovan Parker	Secretary to the College Secretary
Elna Bishop, M.A.	Demonstration School Secretary
C. L. Pringle	Engineer
M. H. Stemme	Superintendent of Grounds
Mary Elizabeth Selby, B.S.	Librarian, Demonstration School
Mrs. Neva Wall	Hostess, Mississippi Hall
Mrs. Gertrude Tisdale	Hostess, Hattiesburg Hall
Mrs. Mattye King, B.S.	Hostess, Forrest County Hall
H. T. Ware, M.A.	Secretary, Christian Associations
H. L. McKinnon, M.D.	College Physician
Beedie E. Smith, R.N.	Nurse
Joicie Smith	Dietician

FACULTY 1938-1939

J. B. George, Ph.D. President

B.S., 1923, Mississippi State Teachers College; M.A., 1925, George Peabody College for Teachers; Ph.D., 1932, George Peabody College for Teachers; General Education Board Fellowship in Education, University of Chicago, four quarters, Professor of Mathematics and Education, Mississippi State Teachers College; 1929-30. Teacher, principal and superintendent of high schools in Mississippi; Registrar, Mississippi State Teachers College; Professor of Education, Blue Mountain College, 1930-31, Vice-President and Registrar, Mississippi State Teachers College, 1932-33; President of Mississippi State Teachers College since 1933.

O. V. Austin, M.A. Professor of Science

B.A., M.A., University of Mississippi, instructor and director athletics, Jones County Agricultural High School, Ellisville, Miss., 1914-1915; instructor and director athletics, Greenwood, Miss., 1916-1917; instructor of Elementary Physics and Electricity, Artillery Officers Training School, Camp Taylor, Ky., 1917; instructor and director athletics, Jones County A. H. S., Ellisville, Miss., 1920; University of Illinois, Summer Session, 1920; Athletic Coach and Assistant in Science, S. T. C., 1921-1922; Athletic Coach and Head of Science Department, State Teachers College, 1922-1924; University of Chicago, Session 1929-1930; present position since 1924.

Cora Webb Bass, M.A. Instructor in English

B.A., Mississippi State College for Women; M.A., Colorado State Teachers College, Greeley, Colo. One year a teacher of high school English; present position since 1928.

Gladys Bingham, M.A. Instructor in Physical Education

B.S., State Teachers College; M.A., George Peabody College for Teachers; present position since 1932.

Elna Bishop, M.A. Instructor in Modern Languages

B.A., University of Texas, 1930; M.A., University of Texas, 1933; Graduate Study at Columbia University, Summer of 1934. State Teachers College since 1933.

Willia Bolton, M.A. Professor of Geography

B.A., Mississippi State College for Women; M.A., Columbia University; three summers graduate work in University of Chicago; summers of 1931 and 1934, graduate work on Ph.D. in Clark University; travel for geography study in Far West, New England, Canada, Europe, and the Caribbean; author of "Teaching of Geography in Grades," and "Our State," a geographical reader adopted for use in the Mississippi schools; twelve years as teacher in high schools of Mississippi; travel and study in Mexico, 1936; present position since 1912.

Kate B. Brown, M.A......Associate Professor of History

B.S., George Peabody College for Teachers, 1922; M.A., Columbia University, 1925; work on the doctorate, Tulane University and University of California; undergraduate work, Iuka Normal Institute, University of Chicago, Columbia University, and George Peabody College for Teachers; member of party of fifteen American professors sent by Carnegie Endowment for International Peace in Europe for study, 1926; extensive travel in United States, Canada and Caribbean area; author of "Standardizing the Rural and Elementary Schools," and of "Our Tasks Today," an educational bulletin; delegate to Pan American Conference of Women, 1922; President of Mississippi Education Association, 1926-1927; member of committee of National Education Association for revising the constitution, 1928; taught in elementary and high schools of Mississippi several years; Assistant Professor of History, State Teachers College, 1912-1925; Head of History Department, State Teachers College, 1925-1929; Chairman of Placement Committee, State Teachers College, 1912-1928; research worker in history, University of California, 1932-1933; teacher of History, Extension Division, Howard College, 1933-1936; present position since 1936.

Pearl Campbell, M.S......Instructor in Home Economics

B.S., Mississippi State College for Women; student Chautauqua, N. Y., summer of 1922; M.S., Iowa State College, 1932; present position since 1916.

H. M. Craft, M.A......Superintendent of Demonstration School

Diploma, State Teachers College, 1923; B.S., State Teachers College, 1929; M.A., University of Alabama, 1936; six years principal and high school teacher in Mississippi schools; two years Superintendent of Leakesville Schools; five years superintendent of Waynesboro Public Schools; present position since 1936.

Dewey S. Dearman, M.A......Professor of Mathematics

B.S., M.S., Millsaps College; M.A., Vanderbilt University; Teaching Fellow, Millsaps College, 1918-19; instructor in Mathematics, Millsaps Academy, 1919-20; Professor of Mathematics, Millsaps Academy, 1920-22; teacher of Mathematics, Oktibbeha County A. H. S., 1923-24; Teaching Fellow, Vanderbilt University, 1924-25; Professor of Mathematics, Kentucky Wesleyan College, 1925-31; graduate student, University of Wisconsin, summer of 1926; Professor of Mathematics, State Teachers College, summer sessions 1929-30-31; graduate student, University of Cincinnati, 1930-31; present position since 1931.

Annie Louise D'Olive, B.S., M.A......Instructor in Art

B.S., State Teachers College, 1927; one year as teacher in high school; student at The Pennsylvania Academy of the Fine Arts, 1929-30; M.A., Columbia University, 1934; present position since 1928.

Elizabeth DruckenmillerInstructor in Voice

Graduate of Institute of Musical Art of Juilliard School of Music; two years post graduate work, post graduate teachers diploma, 1933; student of Ruth Harris Stewart of New York for ten years; head of Voice Department, Jonesboro Baptist College, 1934-1935; private study in East Orange, N. J., and New York City; present position since 1937.

Katherine Selby Foote, M.S. Critic Teacher, Mathematics

B.A., Whitworth College, 1912; B.S., Mississippi State Teachers College, 1931; M.S., Louisiana State University, 1932; Assistant Teacher of Mathematics Whitworth College, 1931; teacher in City Schools of Hattiesburg, Miss., 1914-16; student instructor in Zoology, State Teachers College, 1930-31; present position since 1932.

John M. Frazier, M.A. Instructor in Science

Graduate, Tennessee Polytechnic Institute; B.S., Peabody College; five years as high school principal and science teacher in Tennessee and North Carolina, Biology instructor in Tennessee Polytechnic Institute; critic teacher of Science, S. T. C. Demonstration School for three years; graduate study Peabody College, summer 1930; and University of Chicago, summer 1933; present position since 1931.

T. H. Freeny, M.A. Assistant Professor of Psychology

B.S., M.A., Mississippi College; M.A., George Peabody College for Teachers; three quarters beyond M.A. degree at Peabody College; two terms graduate work in University of Chicago; seven years Superintendent Morton Schools; five years Superintendent Coldwater Schools; five years Superintendent Booneville Schools; present position since 1929.

Bertha M. Fritzsche, M.S. Professor of Home Economics

B.S., M.S., Iowa State College; graduate study Columbia University summer 1933 six years teaching in high school; Head of Home Economics department, Grace-land College, Lamoni, Iowa, 1928-1929; Assistant Professor of Home Economics, Miss. S. T. C., 1929-1937; Dean of Women, Miss. S. T. C., 1933-1937; present position since 1937.

Reed Green, B.S. Coach, Instructor in Physical Education

B.S. Mississippi State Teachers College; one summer at Louisiana State University; Assistant Coach and Instructor of Physical Education, Mississippi State Teachers College, 1934-1936; present position since 1936.

S. C. Hall, M.A. Professor of Social Science

B.S., M.A., University of Mississippi; principal Hickory High School, Hickory, Mississippi, 1906-1908; professional license in Mississippi, 1906; member of faculty, summer session, University of Mississippi, 1911-1916; Superintendent City Schools, Grenada, Mississippi, 1908-1916; member State Textbook Commission, 1910-1915 and 1916-1917; graduate student George Peabody College for Teachers, summers 1923 and 1924; Professor of Social Science, 1916-1936; present position since 1936.

Alma Hickman, M.A. Associate Professor of English

B.A., Mississippi State College for Women; Ph.B., University of Chicago; M.A., Columbia University; teacher in English Department, S.T.C. since 1912; acting head of the department four years; President Mississippi Education Association, 1936-1937.

Katy Lou Hightower.....Critic Teacher, Third Grade
B.A., Mississippi State College for Women, 1930; M.A., George Peabody College for Teachers, 1937; seven years teaching experience in elementary schools; present position since 1937.

Mrs. Bettye Hurst, B.S.....Fourth Grade Teacher, Demonstration School.

Student at M. S. C. W. and University of Mississippi; B.S., State Teachers College; teacher in the public schools of Mississippi; present position since 1935.

Emily Peyton Jones, M.A.....Assistant Professor of Education
B.S., George Peabody College for Teachers; M.A., Columbia University (Teachers College); student summer sessions University of Virginia, University of Tennessee, University of Chicago and Columbia University; teacher in rural schools for two years; Supervisor of Primary Grades, Brookhaven City Schools, Brookhaven, Mississippi, 1912-1913; one summer's work University of Southern California; present position since 1913.

William Morgan Keller, Mus.B. and Mus.M.....Instructor in Theory of Music, Violin, Viola, and Wind Instruments

Graduate of the Cincinnati College of Music, and post-graduate student at Leipzig Conservatory of Music, and the Cincinnati Conservatory of Music; studied violin under William Morgan Knox, Adolph Hahn, Walter Warner, Ernest Pack, and Carl Herrmann; studied orchestration, counterpoint, and composition under A. J. Gantvoort, Dr. Sidney C. Durst, Peter Froehlich, Dr. Reuter, Professor Carl Schenck and Professor Otto Whittenbecker; studied public school music under E. J. Wisenhall; studied conducting under Adolf Hahn and Dr. Hochkofler; taught violin at Arnold School of Music, Tiffin, Ohio; Supervisor of Music, Hazard, Ky.; Director of Music, Howell, Michigan; instructor in Cincinnati College of Music, summer sessions; ensemble assistant to Dr. Clapp at University of California at Los Angeles; former member of Crosby Symphony Radio Orchestra; present position since 1935.

Olive Kline, M.A.....Assistant Professor of Home Economics

B.S., Mississippi State College for Women; M.A., Columbia University (Teachers College); one summer graduate work, Oregon State College; seven years as teacher of Home Economics in high schools; present position since 1926.

A. A. Kincannon, M.S., LL.D.....Professor of History

University of Arkansas, LL.D.; University of Mississippi, LL.D.; Assistant Professor English and History, Mississippi State College; Superintendent Meridian Graded Schools; State Superintendent of Education of Mississippi; Trustee of University of Mississippi, Mississippi State College, Mississippi State College for Women, and Alcorn A. & M. College; Chairman State Board of Examiners; Director National Educational Association for Mississippi; President Mississippi State College for Women; Chancellor of University of Mississippi; Chairman State Geological Commission; Chairman Mississippi Rhodes Scholarship Commission; Superintendent of Memphis, Tennessee City Schools; Director National Education Association for Tennessee; President West Tennessee Teachers College; Professor of History, Mississippi State Teachers College since 1932.

S. Truman Lewis, M.A. Professor of Social Science

B.S., State Teachers College; M.A., Vanderbilt University; one year as superintendent of Sandersville Special Consolidated School System; one year of graduate work at Duke University, session 1931-32; Julius Rosenwald Fellowship, George Peabody College for Teachers, summer, 1936; Associate Professor of Social Science, Mississippi State Teachers College, 1929-1936; present position since 1936.

R. G. Lowrey, Ph.D. Professor of English and Dean of the College

B.S., Mississippi College; M.A., Ph.D., George Peabody College for Teachers; summer term, Columbia University; Instructor in English, Amarillo Military Academy, Amarillo, Texas, 1914-1916; Instructor in English, Hillman College, Clinton, Mississippi, 1916-1917; Instructor in Education, Blue Mountain College, Blue Mountain, Mississippi, 1919-1921; Instructor, Peabody Demonstration School, Nashville, Tennessee, 1921-1922; Professor of Education, Blue Mountain College 1921-1924; teaching fellow in English, George Peabody College for Teachers, 1925-1926; Professor of English and Dean, Blue Mountain College, 1924-1933; Head English Department M. S. T. C., 1933-1934; present position since 1934.

Frank Earl Marsh, Jr., M.A. Professor of Music

Graduate of the New England Conservatory of Music, Boston, 1916; student Pianoforte of H. S. Wilder and Kurt Fisher, Boston; Senior Alberto Jonas, Ethel Newcomb and Arthur Newstead, New York City; Dr. Adolf Frey and Dr. William B. Berwald, Syracuse University; student in organ of Dr. Frank Still Rogers, Albany, N. Y.; Professor Harry Leonard Vibbard, Syracuse University; Student in Composition and Conducting, of Arthur Shepherd, George Chadwick and F. Stuart Mason, Boston; Dr. William B. Berwald, Syracuse University; present position since 1930.

Sallie Stevens McLemore, A.M. Critic Teacher, Sixth Grade

B.S., M.A., George Peabody College, six years as teacher and ward principal; six years primary teacher S. T. C., present position since 1927.

A. J. Middlebrooks, M.A. Critic Teacher in H. S. English

B.S., N., Texas S. T. C.; M.A., George Peabody College; eight years as high school principal and superintendent in Texas; graduate study University of Oklahoma, four quarters; graduate study, Leland Stanford Junior University, one year; present position since 1927.

A. D. Owings, M.S. Critic Teacher, H. S. Science

B.S., State Teachers College; M.S., University of Tennessee; four years teaching experience in public high schools; present position since 1931.

Mattie Perry, M.A. Instructor in Physical Education

B.S., Peabody; M.A., Columbia University; one year assistant in physical education, Berea College; one year director physical education, Masonic Institute, Nashville; one summer instructor in physical education, Peabody College; present position since 1926.

H. J. Peterson, Ph.D......**Professor of Psychology**

B.A., Brigham Young University; Ph.D., Ohio State University; principal of high schools in Utah and Idaho, 1911-1918; graduate student, three quarters, State University of Washington at Seattle, 1919; graduate student and research assistant, State University of Iowa, 1919-1923; Assistant Professor of Education, Kansas State Agricultural College, Manhattan, Kansas, summer session 1923; Assistant Professor of Psychology, Ohio State University, Athens, Ohio, 1923-1926; graduate student and instructor in Psychology, Ohio State University, Columbus, Ohio, 1926-1928; present position since 1928.

Mary Theresa Poe, Mus.B......**Instructor in Music**

Mus.B., Davenport College, Lenoir, N. C.; Post-Graduate study in Piano with Arthur Friedheim, New York City; Piano and Composition with Dr. Berwald, Syracuse University; Organ with Harry Vibbard, Syracuse University; Piano with Silvio Scionti and Edward Collins; and Composition with Leo Sowerby, American Conservatory of Music, Chicago, Ill.; present position since 1934.

Lynda Ramey, M.A......**Dean of Women**

B.S., University of Mississippi, 1921; M.A., Columbia University, 1927; critic teacher of History, University High School, University, Mississippi, critic teacher of Social Science S. T. C., 1936-37; Social Service and Case Work in N. Y. School of Social Work; Chicago University and Tulane University; Social Service work in Mississippi, 1935-36; Dean of Women, S. T. C. since 1937.

Vera D. Reeve, M.A......**Instructor of Public School Music and
Supervisor of Music in the Demonstration School**

B.P.S.M., M.A., Indiana University; three years experience in Indiana public schools; two years experience at Vincennes University, Vincennes, Indiana, as head of instrumental department; two years instructor in physical education and public school music at Rio Grande College, Rio Grande, Ohio; present position since 1937.

R. F. Rivers, M.A......**Assistant Professor of History
and Assistant Registrar**

B.S., State Teachers College; M.A., University of Mississippi; Superintendent American Post School, St. Oin, France; four years principal of Walnut High School; Head of the Department of History and Political Science, East Central Junior College, Decatur, Mississippi, 1929-31; summer faculty, State Teachers College, 1929-30-31; present position since 1931.

Anna M. Roberts, M.A., B.S., in Lib. Sci......**Librarian and
Professor of Library Science**

B.A., M.A., Vanderbilt University; B.S., in L.S., University of Illinois; student one summer in Library Methods, University of Michigan; Departmental Librarian, Vanderbilt University, 1920-22; Assistant in charge of curriculum and continuations, Peabody College for Teachers Library, 1922-26; present position since 1926.

Cecil A. Rogers, A.A., B.S., A.B. Instructor in Commerce

A.A., B.S., Bowling Green College of Commerce, 1931-33; A.B., Western Kentucky State Teachers College, 1934; graduate study Western Kentucky State Teachers College and Mississippi State College instructor in commerce and athletic coach, Summer High School, 1934; Head of Commerce Department and Co-ordinator in Trade and Industrial Program, Gulfport High School, 1935-36; present position since 1936.

Robert E. Schwartz, M.D. Professor of Health and
Physical Education

B.S., University of Mississippi; M.D., Northwestern Medical College, Chicago; resident physician Robert Koch Hospital, St. Louis, 1924-26; Superintendent of same, 1926-28; present position since 1928.

Hubert A. Shands, Ph.D. Assistant Professor of Foreign
Language

A.B., University of Mississippi, 1890; A.M., University of Mississippi, 1891; Professor of English, Southwestern University, Georgetown, Texas, 1893-1905; one summer graduate study University of Chicago; Ph.D., University of Halle, Wittenberg, Germany, 1902; present position since 1932.

Nora Stevens, M.A., Critic Teacher, First Grade

B.S., M.A., George Peabody College; twelve years teaching experience in public schools; present position since 1927.

Emily Stribling, M.S. Assistant Professor of Home Economics

B.A., Winthrop College; M.S., University of Tennessee; Student summer sessions, Columbia University, George Peabody College for Teachers, University of Tennessee, Asheville Normal and Associated Schools; Instructor Household Science, Winthrop College; Head of Department Vocational Home Economics, Roanoke Rapids High School; Assistant Professor in Home Economics, Alabama College; Itinerant Teacher Trainer of Vocational Home Economics, State Department of Education, West Virginia; Professor of Home Economics, Flora Macdonald College; present position since 1937.

J. F. Stuart, M.A. Director of Extension

B.A., Mississippi College, 1924; M.A., Missouri University, 1931; coach of athletics and instructor in History, Clark College, 1924-25; coach of athletics and instructor in Education, Pearl River Junior College, 1925-27; superintendent of public schools, Tylertown, 1927-32; President of Pearl River Junior College, 1932-36; instructor in Education, State Teachers College, 1936-37; present position since 1937.

Charles E. Thomas, B.I., Ed. Instructor of Industrial Arts

B. Industrial Ed. Muncie Normal Institute, Muncie, Indiana; ten years apprenticeship in carpentry, cabinet-making, brick, concrete and steel work; teacher of Manual Arts, Lamar County Agricultural High School, Purvis, Miss., 1914-17; teacher of Manual Arts and Science, Pearl River County Agricultural High School, Poplarville, Miss., 1918; demonstrator in Model School work, Pearl River County, summer 1918; teacher of Farm Mechanics, Sunflower County Agricultural High School, 1918-20; work at Peabody College, summer 1925, and Iowa State College, summer 1931; present position since 1920.

Margaret Tribble, M.A. Instructor in English and French

A.B., Winthrop College; A.M., Columbia University and the Sorbonne; Certificat de L'Institut de Phonetique of Paris; one summer graduate work at Cornell; work in piano, organ, and theory at Winthrop College, Anderson College, the Peabody conservation of music, Baltimore Md., and the Juilliard School of Music, N. Y. C.; teacher in high school six years; instructor in French and Music, Blue Ridge College, New Windsor, Maryland, 1935-37; instructor in French and Education Western Maryland College summer sessions 1936-1937; present position since 1937.

J. M. Tubb Critic Teacher of Social Science

B.S., State Teachers College; M.A., University of Mississippi, 1938; fourteen years as superintendent and teacher in high schools of Mississippi; graduate student of University of Va., summer 1932; summer work at University of Colo., 1931; present position since 1937.

Thad Vann, B.S.C., Assistant Coach and Instructor in Commerce

B.S.C., University of Mississippi, 1929; coach and teacher of commerce, Meridian High School, Meridian, Mississippi, 1929-1937; present position since 1937.

J. F. Walker, Ph.D. Associate Professor of Science

B.A., 1927; M.A., 1931, University of Mississippi; graduate assistant in Zoology, University of Iowa, 1931-32; Ph.D., June, 1935, University of Iowa; acting head of Science Department at State Teachers College, 1929-30; Associate member of the national honorary scientific fraternity, Sigma Xi.; present position since 1926.

Ethel E. Waltz, M.S. Director, Nursery School and Instructor,
Home Economics

B.S., M.S., Iowa State College, present position since 1937.

Henry T. Ware, M.A., General Secretary Christian Associations

B.A., M.A., Y.M.C.A. Graduate School; Program Secretary, Y.M.C.A., Winston-Salem, North Carolina; present position since 1930

William H. Weathersby, Ph.D. Professor of Education and
Director of Teacher Training

B.A., M.A., Mississippi College; Ph.D., University of Chicago; high school principal, five years; principal Mississippi College Academy, 1913-15; Professor of Education and Psychology, Mississippi College, 1915-1930; Professor of Education in summer school, Emory University, 1923-24; University of Mississippi, 1927; University of North Carolina, 1936; present position since 1930.

B. I. Wiley, Ph.D. Professor of History

B.A., Asbury College, 1928; M.A., University of Kentucky, 1929; Ph.D., Yale University, 1933; Assistant-Professor of History and Speech, Asbury College, 1928-31; instructor in History, State Teachers College, summers of 1930-31; University Fellow, Yale, 1932-33; Currier Research Fellow, Yale, 1933-34; Summer instructor, George Peabody College for Teachers, 1935; 1936, 1937; present position since 1934.

GENERAL INFORMATION

Buildings

The present buildings on the campus consist of sixteen brick structures and a few remaining frame buildings, all of which are steam-heated from a central heating plant and supplied with hot and cold water.

The Administration Building is a beautiful structure housing the offices of the Administration, the College Bookstore, and the Post-Office.

The Auditorium has a seating capacity of 1536 and stage facilities for the largest dramatic productions. The Music Department has its classrooms and offices in this building.

College Hall is a three-story, fire-proof building containing thirty-five recitation rooms, offices, and laboratories.

The Demonstration School is a modern building of fourteen rooms and an auditorium. It affords facilities for observation, participation, and practice teaching in all twelve grades of public school work.

The Dining Hall is a modern structure with seating capacity of one thousand. It has all modern conveniences for reducing labor to a minimum, for storing and preserving food stuffs, and for disposal of garbage.

Forrest County Hall is a dormitory for men, and **Hattiesburg Hall** and **Mississippi Hall** are dormitories for women. All three are three-story fire-proof buildings of modern construction. They contain comfortable bedrooms, reception halls, and well appointed bathrooms on each floor.

The Home Economics Building is a two-story structure in which are housed the **Nursery School** (the first in the State), and classrooms and laboratories of the Home Economics Department.

The Hospital is a two-story brick structure, adequate for taking care of the minor ailments of students. A trained nurse is in charge and on hand at all times, and the regular college physician is ready night and day to give medical attention to any student needing such.

The Memorial Station, at the campus entrance, is a small but beautiful structure given by students, faculty, officers and friends of the college, and erected in honor of the students, officers, and faculty members who participated actively in the World War.

Science Hall is a four-story, fire-proof building containing class-room and laboratories especially designed for science, industrial arts, and home economics. At present the library is housed on the first floor of this building.

Band Hall is a one-story brick structure containing the band hall, a barber shop and beauty parlor, and a work shop.

Demonstration School Gymnasium is a brick structure, enlarged and renovated during 1934 with the aid of funds from the Federal Government. Beside an ample playing floor and facilities for an audience of seven hundred people at games and exhibitions, it contains offices, storage rooms, lockers, showers, dressing rooms, and a lecture room.

The Power House is a sixty thousand dollar fire-proof structure erected in 1934. It houses the central heating plant and work shops for the College engineers.

Faulkner Stadium has a seating capacity of three thousand. It is equipped with lights for night games and exhibits.

Swimming Pool, now under construction adjoining Faulkner Stadium, should be ready for use after June 1, 1938.

Home Management Cottages are framed dwellings on the campus used by the Department of Home Economics for training of students in management of household affairs.

STUDENT ORGANIZATIONS

Alpha Mu Chi, honorary musical club, was organized in November, 1933. The purpose of this organization is to promote among its members a better feeling of fellowship, and also to instill in each of them a desire for high scholarship in Music.

Band—The band of fifty pieces is made up principally of students, rehearsing twice a week, and is maintained to play for the athletic events and other student activities. The organization is under the directorship of an experienced musician and fur-

nishes an opportunity for students desiring the type of work to become more proficient.

The B. S. U., B. Y. P. U., Y. W. A., The Christian Endeavor and the Epworth League are denominational organizations of some of the churches whose membership is greatest among the student body. These organizations are managed by students.

The Hattiesburg Choral Union is an Oratorio Chorus composed of students and citizens of Hattiesburg, which meets once a week for the purpose of studying the great master choral works. They present "The Messiah" at Christmas time and one of the great Oratorios at the Spring Music Festival.

"30" Club is a social organization open to students who have played the college golf course in thirty-nine strokes or better.

The Debating Council trains debaters and schedules debates between the colleges of this region and State Teachers College. Its membership is open to all who are interested. The debating team is chosen competitively from the list of members. This organization is under the auspices of the English Department. One hour credit per quarter in public speaking may be earned by active membership in the Debating Club.

The Dramatic Club—Wig and Mask—has for its purpose the promotion of dramatic production and a study of stage craft. One hour credit per quarter in dramatics may be earned by active membership in the Dramatic Club.

The Thespians is an honorary dramatic club composed of selected students who have contributed noteworthy performances in the interest of drama.

All-America Club consists of students from states other than Mississippi.

The Elementary Council has for its aim the supplementing of training acquired through the usual channels of study. Exceptionally outstanding men are brought in for addresses before the members. A spirit of active interest in any new development in any phase of child welfare is fostered.

The M. Esther Rogers Home Economics Club is an organization open to all who are interested in the broad field of Home Economics. Majors in this department are urged to take part in the programs, so that a closer relationship with others may be attained.

The International Relations Club is an organization affiliated with the Carnegie Endowment for International Peace. It

has for its purpose the creating of a spirit of world friendship among all peoples through the study and discussion of world problems. The club is fostered by the department of Social Studies. The membership is confined to students of outstanding interest and attainments in the field.

The Mississippi and Sherwood Bonner Clubs are organizations for student girls. They have for their purpose the enrichment of the cultural experience of their members. At their bi-weekly meetings, literary and current topics are discussed. The social feature of the meetings is not neglected, and wholesome fun at these gatherings tends to bind the members more closely together.

The College Symphony Orchestra offers a splendid opportunity for gaining practical experience in ensemble playing and in solo performance with orchestra accompaniment, as well as in the study of the higher orchestral forms. Membership in the organization is compulsory for all violin students as soon as they are far enough advanced to take part in this work.

The Vesper Choir is a choral organization composed chiefly of students. For many years it has been the custom for the Choir to tour the State during National Music Week, presenting programs of sacred music. The choir sang in Philadelphia, Pa., and Indianapolis, Ind., before the National Federation of Music Clubs in April 1935 and 1937, and before the Louisiana State Federation of Music Clubs at Monroe in 1936.

The Y. M. C. A. and the Y. W. C. A. are non-denominational Christian organizations conducted as in other institutions of higher learning. Their purpose is to stress Christian character and stimulate spiritual development. Both strive as nearly as possible to replace the influence of the home while the young men and women are attending college. A full-time secretary is in charge of this work.

The Charm School is a social club for freshmen girls which meets weekly under the direction of the Y. W. C. A.

The M Club is a social organization composed of the young men who have earned their varsity letters in intercollegiate athletic competition.

The Physical Education Club is a social club sponsored by the Department of Physical Education.

Pan-Hellenic Council has for its purpose the maintaining on a high plane of the fraternity life and intra-fraternity relations and to be a forum for the unbiased discussion of questions of

interest to the College and fraternity world.

This council is composed of two certified representatives from each sorority and fraternity on the College campus. The faculty sponsor is elected by the Council.

The following fraternities stimulate the social life of the campus: **Cehlobawn Lodge, Kappa Alpha Tau, and Kappa Phi Sigma.**

The following sororities promote social fellowship on the campus: **Sigma Theta Kappa, Mu Omega, Sigma Sigma Sigma, and Sigma Beta.**

The Student Printz is a weekly newspaper published by the students of State Teachers College. It provides a medium through which the students and faculty may express themselves freely in writing, and serves as an agency for disseminating news among both students and alumni. The Student Printz staff serves the purpose of a writers club. One hour credit per quarter in advanced composition may be earned by members of the Student Printz Staff.

Neka Camon is an annual published by the students of State Teachers College. Its purpose is to present the student life and activities on the campus each year.

Class Organizations are formed in the Freshman, Sophomore, Junior, and Senior Classes and function as such units.

County Clubs are organized by the students from many counties of Mississippi.

Freshlite is a freshman handbook published annually by the Christian Associations. It contains information about the College administration, and student organizations, and general helps on getting acquainted with the new community life.

A number of student organizations such as the Freshman and Sophomore Cabinets, and the Junior-Senior Forum, are carried on under the auspices of the Christian Association.

CONCERT AND LECTURE COURSE

During the past few years the following artists and lecturers have appeared on the Annual Concert and Lecture Course: Joseph Szigetti, Katherine Meisle, Nelson Eddy, Nathan Milstein, Bartlett and Robertson, Frances Homer, Captain Sir Hubert Wilkins, Dr. R. B. Baumgardt, V. L. Granville, Ted Shawn and His Men Dancers, the Hedgerow Theatre Company, The Vienna Choir Boys, the Don Cossack Russian Male Chorus, the Old Harp Singers, the Maganini Chamber Symphony Or-

chestra, Jan Kubelik, Kyrl Symphony Band, Miss Frances Perkins, Secretary of Labor in President Roosevelt's Cabinet.

Concert Bureau

The faculty of the Division of Music numbers among its members artists, composers, and lecturers of wide reputation and acknowledged ability. This fact, added to the availability of a considerable list of alumni, places the school in a position to supply instrumentalists or vocalists for concert purposes, to furnish programs devoted to works of native composers, or to arrange for specialists to lecture before conferences, associations, or clubs.

LIBRARY

Books numbering more than twenty-two thousand volumes exclusive of Government publications are available for students' use in the library located in Science Hall. The library is a depository for Government publications. It also receives regularly about one hundred seventy-five current periodicals. In addition to the main library about four thousand volumes are available to students in the departmental libraries and the Demonstration School library.

STUDENT LABOR

All janitor service, waiting on tables, and work on the campus and in the Post Office and Library, is done by student labor. Students are cautioned, however, against counting too much on this manner of defraying any great part of their college expenses. Applications for student labor should be made in advance to the president. The amount that may be earned in any one quarter ranges from \$16.00 to \$45.00. During session 1937-1938, Federal funds were available for seventy students. It is expected that this aid will be extended for the session of 1938-39.

ALUMNI PLACEMENT SERVICE

The Placement Service of State Teachers College is conducted under the auspices of the College Administration and the Alumni Association. The service is available only for members of the Alumni Association who hold degrees or will receive degrees during the year in which they enroll in the Placement Office.

Enrollment of members of the Alumni Association requires payment of a two dollar registration fee in addition to the one dollar per year Alumni dues. All service fees are used to defray necessary expenses, such as stationery, stamps, telephone

calls, office help, etc. These fees are payable to the College Secretary.

Concise, confidential information folders are compiled for each person enrolled. These folders carry adequate information for a school board or a superintendent to judge the applicants. It is the purpose of the committee in charge to place teachers in positions for which they are especially trained. The committee cannot guarantee to secure positions for every one but will do its best to place as many as possible. Enrollment is strictly voluntary. The committee stands ready to serve school boards and superintendents at all times. Any person interested may secure further information from the Director of the Alumni Placement Service at State Teachers College.

BOOK STORE

The College book store, in the administration building, is operated without profit for the benefit of the students. It carries text books and necessary school supplies.

WIMPY'S

Wimpy's, the campus store, is operated by the Christian Associations in cooperation with the President of the College, who provides help through the National Youth Administration. The shop serves drinks, candies, sandwiches, hamburgers, smokings, etc. The profits go into the treasury of the Christian Association for program expenses.

HISTORICAL

State Teachers College, under the name of Mississippi Normal College, was founded by an act of the Legislature in 1910. No appropriation was made for the purchase of site or for erection of buildings, but counties were authorized to issue bonds to offer as a bonus for the location of the college. Three southern counties vied with one another for the privilege, but Hattiesburg in Forrest County, was awarded the location for a cash bonus of \$260,000, a gift of 840 acres of land and other valuable consideration.

Hattiesburg is a city of about twenty thousand people, located seventy miles from the Gulf Coast, 117 miles from New Orleans, and ninety-eight miles from Mobile. Thus the famous playgrounds and points of historic interest in the far Mid-South are easily accessible. Its nearness to the Gulf insures a mild, equable climate in summer and winter.

Buildings were erected and the College opened its doors in 1912.

The purpose of the founders of the college was to train teachers for service in the public schools of Mississippi, and at the time of establishment of the college it was recognized that the greatest need of improvement lay in the rural schools. Salaries were low and the school term short. Many teachers did not even have adequate high school training. In order to enable these teachers to profit by additional training, a Certificate Course was placed within their reach. The consequence was that hundreds of rural school teachers entered college, took professional and content courses, and have gone back and been active factors in the wonderful progress of the country schools during the past twenty-

five years. In addition to the Certificate Course leading to a five-year state license, a Diploma Course, leading to a professional life license, was offered until 1929.

In 1922 the Legislature authorized the College to grant degrees. Pre-college work was discontinued and curricula were set up leading to the degree of Bachelor of Science. In 1924 the name was changed to State Teachers College. In 1934 the trustees authorized the granting of the degree of Music Bachelor. A study made by one of the members of the faculty in 1928 showed that of the then total 447 students who had taken a degree, 36.2 per cent were teachers in high schools, 22.7 per cent were serving as superintendents of schools, 18.4 per cent were principles of schools, 5.7 per cent were grade teachers, and 17 per cent were engaged in other than school work.

State Teachers College is a member of the American Association of Teachers Colleges and of the Southern Association of Colleges and Secondary Schools.

SUMMARY OF ENROLLMENT AND GRADUATES

Enrollment for 1936-1937

Counties represented	74
Other States represented	8
Resident College enrollment	1345
Enrollment by extension	496
Enrollment by correspondence	290
Total College enrollment, all departments	2131
Demonstration School enrollment	250
Enrollment of college men in residence	305
Enrollment of college women in residence	1040
Enrollment Senior class	320
Enrollment Junior class	468
Enrollment Sophomore class	244
Enrollment Freshman class	210
Enrollment Post Graduates	34
Enrollment Special unclassified	58
Degrees conferred, 1936-37	174

RESIDENT ENROLLMENT DURING THE HISTORY OF THE COLLEGE 1912-1937

Enrollment by years:		1928-1929	1810
1912-1913	876	1929-1930	1871
1913-1914	912	1930-1931	1788
1914-1915	985	1931-1932	1175
1915-1916	1334	1932-1933	1036
1916-1917	1234	1933-1934	1314
1917-1918	837	1934-1935	1252
1918-1919	853	1935-1936	1235
1919-1920	1043	1936-1937	1345
1920-1921	1332	Total	33108
1921-1922	1533	Total, not including duplicates	16772
1922-1923	1686	Total bachelor degrees granted	
1923-1924	1602	(beginning in 1922)	1518
1924-1925	1543	Total diplomas granted (three-	
1925-1926	1439	year) (discontinued in 1929)	768
1926-1927	1484	Total one-year certificates granted	2129
1927-1928	1627	Total two-year certificates granted	17

SPECIAL INFORMATION

Expenses

DORMITORY STUDENTS

Incidental Fees	\$31.50 per quarter
Room, Board, and Laundry	57.00 per quarter
Total Expense per Quarter	\$88.50
Payable each Quarter on Entrance	\$60.00
Balance Payable at Beginning Second Half of Quarter	\$28.50

DAY STUDENTS

Incidental fees for students living in homes of their parents	\$34.00 per quarter.
Incidental fees for students who do not live in homes of their parents	\$36.00 per quarter.
Payable on Entrance Each Quarter.	

IMPORTANT NOTICE: In no case will fees be refunded after the student has been in attendance for a period of three days.

NOTE: The collection of Laboratory Fees has been discontinued, except in Home Economics.

Laboratory Fees —Home Economics 26, 50, 104, 105, 125, 135, 150, 180, 200	\$1.50
Home Economics Education 185, 186	1.50
Home Economics 37, 85, 138, 197	3.00

Announcements concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations on the college. In times of changing conditions, it is especially necessary to have this definitely understood.

Notice: All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged twenty-five cents a meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and

then only when the absence is necessary and is reported to the Secretary's office five days in advance. No refund of board is made on account of withdrawal after ten days in residence or for late entrance.

Special Examination Fee..... 1.00

Graduation Fee—A graduation fee of six dollars for a degree, is payable three months before graduation. This includes membership in Alumni Placement Service.

Music Fees—See Music Department.

Commerce Fee—See Division of Commerce.

Loss and Damage—While no deposit is required for this purpose, any amount charged to a student must be paid before examinations are permitted.

ORGANIZATION

State Teachers College is organized into a Junior College Division and a Senior College Division, the work of the freshman and sophomore years being offered in the Junior College and that of the junior and senior years in the Senior College.

The Junior College curricula continue the general cultural studies begun in high school and lay a foundation for the more specialized work which is to follow. The primary purposes of these curricula are (1) basic education, insuring contact with the social, cultural, biological, and physical background of civilization and with the discipline and tools necessary for advanced work; (2) orientation, providing the students with the exploratory contacts that will enable the institution to assist them to make wise selection of specialization for their later work. Courses in education and psychology offered at the junior college level are mainly such as should be of value to any citizen in understanding educational problems and the place of education in contemporary life. All subject matter of the College is professionalized; that is, it is selected and organized with consideration for its value, proper placement, and proper presentation in teaching.

The Senior College courses are mainly either professional courses or intensive subject-matter courses for students who

have selected their major fields of interest. The subject-matter courses of the Senior College are professionalized, as are those of the Junior College.

Eighteen departments and branches of instruction are organized into seven groups representing related fields of study. The seven fields are as follows: (1) Health and Physical Education; (2) Languages and Literature; (3) Music; (4) Natural Sciences and Mathematics; (5) Practical and Fine Arts; (6) Professional Studies; (7) Social Studies.

ABSENCES

A student who is absent from any class as many as three times for a four-hour course, and two times for any other class, during the quarter, without legitimate excuse, will be barred from final examinations in that class and a grade of F will be recorded against him in that course. Instructors must make regular reports on the first Monday in each month on a blank furnished by the Chairman of the Attendance Committee of all unexcused absences for the month preceding. It is understood that a student must justify his absences when he returns to class; and if he fails to do so, the instructor is requested to report the absence incurred as unexcused. After any absence is reported, the instructor has no power to change it. Three unexcused tardies will be counted as one unexcused absence. **Absences on a day preceding or following a holiday count double.**

Honor Privileges:

Students who have been in residence for three quarters and have earned twice as many honor points as hours are exempted from penalties for absence so long as they maintain an average of "B" on completed courses.

Prolonged Absences:

A student who is absent for any reason will be required to make up by special tests all the work missed. No credit in any course is allowed if the student is absent more than one-third of the number of recitations.

Chapel Attendance:

All students are required to attend chapel on Monday of each week.

LIVING ACCOMMODATIONS

All students of freshman and sophomore standing are required to live in the college dormitories and take their meals in the dining hall. Students transferring from other institutions, regardless of classification, are required to live in the dormitories and take their meals in the dining hall for the first quarter of residence. These regulations do not apply to students living with parents or relatives in or near Hattiesburg. The administration reserves the right to insist upon upper classmen living in the dormitories if deemed expedient.

Dormitory assignments are made by the President after room reservation fees have been received. Room assignments are made by the hostesses in charge of the dormitories.

The room reservation fee is \$8.00 for each student. No room deposit can be refunded unless the reservation is cancelled ten days prior to the opening of the quarter for which the reservation is made. These fees may be sent directly to the College Secretary.

Rooms are equipped with the following furniture: two single beds, a dresser, two chairs, and a study table. Students must furnish all linens, bed covering, curtains for windows and for closet doors.

Written approval for living off campus, mailed directly to the Dean of Women, is required from parents or guardians of women students under twenty-three years of age. Living accommodations outside the dormitories must be selected from the list approved by the college authorities, and may not be changed except by the consent of the Dean of Women. No student is allowed to change his place of residence during the quarter except under unusual conditions. The approved lists may be secured from the office of the Dean of Women.

Further information concerning housing regulations may be obtained from the office of the Dean of Women.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are subject to the regulations, control, and supervision of the College. The College uses its efforts to safeguard such students, but no responsibility can be assumed.

PRACTICAL HYGIENE

Students who are reported to the Dean by matrons of the dormitories or by the housekeepers off campus, as being grossly negligent in care of rooms or in personal hygiene will be warned; and if this state of affairs is not remedied immediately, all academic credit will be withheld until a report of positive improvement is received. A general average of "C" in practical hygiene is required for graduation.

SPECIAL REGULATIONS

CONCERNING REGISTRATION, REPORTS AND GRADUATION

Admission

By Certificate—Students are admitted to the College upon the presentation of an acceptable certificate showing fifteen units of high school work from an accredited high school. These certificates must be sent by mail in advance, direct from the principal of the school attended. In all cases the units presented must include:

English	3 units
Mathematics	2 units
Social Studies	1 unit

Note—A total of not more than four units in the following subjects can be accepted.

Vocational agriculture, domestic science, commercial studies, manual training, and music.

By Examination—Teachers above high school age who have not had fifteen required units may secure admission by examination.

By Transcript—Students from colleges or universities of recognized standing are admitted to this college on the basis of an official transcript of credits mailed directly to the office of the Registrar from the institutions previously attended. In cases of students transferred from recognized junior colleges all credits earned in junior college remain a part of the students'

records. However, specific course requirements for graduation at State Teachers College must be met. Ninety-six of the 192 hours offered to satisfy requirements for any degree must be earned in a senior college after admission to the junior class.

Vaccination—The College Physician requires all new students either to be vaccinated on entrance or to submit proof of recent successful vaccination.

Physical Examination—Each student, during his first quarter of residence each session, must take a physical examination under the direction of the College Physician and the Department of Health. Physical education course may be assigned in accordance with the results of this examination. The College reserves the right to require a physical examination of any student at any time.

LOAD OF WORK

The normal student load is twelve to seventeen hours of regular academic work, with the privilege of taking additional hours in practical music and physical education, provided the total load does not exceed eighteen hours. Students who make A's in eight hours and B's in the remaining eight or more hours are permitted to take twenty hours during the next quarter of attendance. Students taking only twelve hours must make A's in all twelve hours in order to be eligible to take twenty hours during the next quarter of attendance. Students who in their last preceding quarter of residence have earned sixteen hours or more of credit with no grade below C may register for a maximum of eighteen hours academic credit, but in such cases additional non-academic credit may not be earned during the quarter.

Seniors may take twenty hours during any one of their last three quarters provided they shall not have made a grade lower than C during the previous quarter.

REDUCED LOAD

A student may not take more than twelve hours of academic work if he has received an F in four hours during the preceding quarter of attendance. Two E's, each in a four-hour course, limit a student's load to twelve hours. Students failing in more than four hours will be barred from athletic contests with other colleges and from representing the College away from the campus in any capacity. The Scholarship Committee may, if it deems wise, restrict any student's load to an amount not ex-

ceeding the number of hours on which the student received credit during his preceding quarter of residence.

When deemed advisable students may be assigned to remedial courses in reading, penmanship, and other fundamental subjects. Such remedial work carries no credit and is counted as part of the student's regular load.

REGISTRATION

Students should consult the academic calendar, page 4, for the schedule of registration,, placement tests, assembly, and class meetings during registration week.

Late Registration—A fee of two dollars is charged for registering after registration day. No student may enter after the first day of the third calendar week of any quarter. No student who enters after the first week may take more than twelve hours, but those entering at any time during the first week may take a full load of sixteen hours, provided they make up the work missed in all classes. For the half-quarters (spring and summer) late entrance penalties are in the same ratio.

Program Changes—No change of student's program is allowed after the first week. Changes, after consultation with the Dean, may be made during the first week, but a fee of one dollar is charged for each change after the second day.

Under no circumstances may a course be dropped without permission of the Dean. Courses dropped after the third week, for any reason except prolonged illness, are recorded as "Failure."

Activities Courses—Every student under the rank of junior is required to register for an activity course during each quarter of residence in the College. All physical education courses except 33, 48, 143, 149 and 151 are activity courses. Practical music courses (chorus, orchestra, band), may be counted as activities courses by permission of the head of the Department of Health after physical examination. Any student may be assigned to a physical education course on the advice of the Head of the Health Department and the College Physician.

REQUIREMENTS FOR GRADUATION

Residence Attendance—A degree will not be granted without residence attendance of three quarters and the last quarter must be in residence, except that a maximum of four quarter hours of correspondence or extension credit may be earned after the last quarter of residence. At least forty-eight hours must be earned in residence.

Transfer students must take at least twelve hours of residence work in their majors at this institution.

A certificate will not be awarded to any student who has been in actual residence in the Teachers College less than two quarters.

Quality Requirement—Each grade of A carries three quality points for each quarter-hour of credit. Each grade of B carries two quality points for each quarter-hour of credit. Each grade of C carries one quality point for each quarter-hour of credit. Grades of D carry no quality points. A student must make as many quality points as the total number of quarter-hours required for graduation. It is provided that high grades in institutions from which credits are transferred to this College may not offset low grades made in this institution.

A student may not major in a department in which he has earned fewer quality points than hours.

Junior College courses are numbered below one hundred. Senior College courses are numbered above one hundred. Junior College students are not permitted to register for Senior College courses. Exceptions to this regulation may be made by special permission of the Dean to students of sophomore classification who wish to register for professional courses in the Senior College in order to qualify for sophomore license to teach, and also to mature and experienced teachers who have not met requirements for admission to the Senior College. Senior College students may register for Junior College courses. However, candidates for a degree must complete at least sixty-eight hours in Senior College courses.

Since the policy of the College is to require evidence of ability to do independent work in a student's chosen field in courses in the Senior College Division, juniors and seniors who register for courses numbered below one hundred in any department or division of the College except physical education, music, natural science, and practical and fine arts, are expected to do some research type work in addition to the work regularly required of freshmen and sophomores in the same courses.

Neither a certificate nor a degree will be granted to a student who is delinquent in practical hygiene or physical education.

After a student has met the scholarship requirements for a certificate or degree, the question of his graduation shall be submitted to a vote of the faculty. If a majority of the faculty shall vote favorably, the President is authorized to grant the certificate or degree.

Quarter Hours—An applicant for a degree must complete 192 quarter hours, including the core-requirements as listed under the particular degree curriculum pursued, and the major and minor requirements outlined elsewhere in the catalog. Not

more than six hours of practical music or twelve hours of physical education may be counted towards a degree except by students who are majoring or minoring in music or physical education.

Educational Guidance—In order that Junior College students may have abundant opportunities for assistance in planning their courses of study and for personal and educational advice in every phase of their academic work, a number of members of the faculty serve as advisers to the Junior College students. Incoming students will be assigned to advisers and will be expected to consult their advisers at least once each quarter and at such other intervals as the advisers may direct. All students are, however, encouraged to consult their advisers at any time irrespective of these requirements. These members of the faculty act in the capacity of general educational advisers rather than as representatives of their respective departments.

Senior College students who are working under curricula for the training of high school teachers choose their electives with the advice of the professor in charge of their first major. Those who are working under curricula for training of upper elementary and lower elementary teachers choose their electives with the advice of the head of the Department of Education. These department heads are also the general educational advisers for students in the upper division.

All courses in a student's major field must be selected with the approval of the student's major professor.

No program of study is final until it has been approved by the Dean.

Students who are doing unsatisfactory work are urged to take advantage of the instructor's daily office hour for conferences.

EXAMINATIONS

Examination shall be held on the last two days of the fall, winter, and spring quarters, the examination schedule being as follows:

First Day:

8:00 A. M. to 10:00 A. M.	FIRST HOUR classes
10:00 A. M. to 12:00 M.	SECOND HOUR classes
1:30 P. M. to 3:30 P. M.	THIRD HOUR classes
3:30 P. M. to 5:30 P. M.	SEVENTH HOUR classes

Second Day:

8:00 A. M. to 10:00 A. M.	FOURTH HOUR classes
10:00 A. M. to 12:00 M.	FIFTH HOUR classes
1:30 P. M. to 3:30 P. M.	SIXTH HOUR classes
3:30 P. M. to 5:30 P. M.	EIGHTH HOUR classes

During each of the two terms of the summer quarter the last regularly scheduled meeting of a class shall be used for examination purposes.

No final examination is permitted except on examination days.

A student who is absent from the examination without valid reason approved by the Dean forfeits credits for the quarter. Students will be charged a fee of \$1.00 for special examination unless excused by the Dean.

At the end of their graduating quarter, seniors are exempt from final examinations in those courses in which their class grade is B or above, provided they have made an average of B or above in all academic work for each of the two preceding quarters.

GRADING SYSTEM

- A—indicates the very superior group, normally about five per cent of the class.
- B—indicates the superior to average group, about twenty per cent of the class.
- C—indicates the average group, about fifty per cent of the class.
- D—indicates the inferior to average group, about fifteen per cent of the class.
- E—indicates failure with condition. It becomes an F if the condition is not removed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance.
- F—indicates failure without condition, necessitating repetition of the course.
- Inc—indicates an incomplete record. An "Inc" becomes an F if the work is not completed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance.
- W—indicates withdrawal for justifiable reasons.

Partial or Fractional Credits—No credits are given for less than twelve weeks of continuous work except in such courses as are distinctly organized into six-week courses.

STUDENT RANK

A student is ranked as—

Freshman when he has fewer than 41 hours.

Sophomore when he has as many as 41 hours and fewer than 90 hours.

Junior when he has as many as 90 hours and fewer than 132 hours.

Senior when he has 132 or more hours.

DEFINITIONS

The college sessions include four quarters, beginning in September and ending in August.

A quarter consists of twelve weeks.

A "credit" (called also quarter-hour, or "hour") measures college work and represents the credit received for the successful pursuit of the college subject for one quarter (twelve weeks), one sixty-minute class period per week (laboratory subjects double length periods). For example, a subject meeting four times a week for one quarter gives four credits. A credit is presumed to require from one and one-half to two hours of preparation for each recitation. (For laboratory double-period, one-half to one hour of preparation).

Course Numbers have the following meaning:

Nos. 1-49 First Year Courses—Freshman.

Nos. 50-99 Second Year Courses—Sophomore.

Nos. 100-149 Third Year Courses—Junior.

Nos. 150-199 Fourth Year Courses—Senior.

Numbers followed by an "S" (as English 25s) indicate a double course which terminates in a half quarter. These are four-quarter hour courses and meet twice a day.

Numbers followed by an "X", (as Ed. 20x) indicate a double course which terminates in a half quarter. These are two-quarter hour courses and meet once a day.

Numbers followed by a "Z", (as Library Science 135z) indicates a double-course which terminates in a half quarter. These are one-quarter hour courses and meet twice a week.

A "Memorandum of Credits" is a statement showing the courses completed and credits earned by the student. Each student is entitled to one copy of his Memorandum of Credits and to have it posted and checked in the records office at least once in each session. A fee of fifty cents is charged for a second copy of this document.

CERTIFICATE TO TEACH

A license to teach in the public schools of any county of Mississippi may be obtained:

1. By completing a four-year degree course, which gives a life license.

2. By completing a two-year certificate course, which gives a five-year license.

3. By completing the requirements for a Sophomore License, which include ninety quarter hours of college work, eighteen hours of which must be in education. This license is valid for two years.

4. By graduating from an approved high school and six weeks successful residence work in the College. The license so received is good only in elementary schools.

Renewal of License—Any first or second grade license, including State Teachers College certificates, may be renewed by taking the regular student load during a school term of six or more weeks under the laws of the State of Mississippi and the regulations of the State Board of Examiners.

ACADEMIC HONORS

Departmental Honors—To be eligible for Departmental Honors a student must have been in residence at State Teachers College for six quarters during his junior and senior years; during these six quarters he must have received no grade below "C" in any subject; and during his four college years he must have earned in the field of his first major and in one related field two and one-third quality points for each hour credit. Quality points earned in other institutions may not off-set deficiencies accumulated at State Teachers College.

General and Research Honors—Students may be admitted to candidacy for General Honors or Research Honors on the following conditions: (1) The student must be in his third or fourth quarter of residence in the Senior College Division at State Teachers College. (2) He must be recommended for admission by the head of the department in which he wishes to work for honors. (3) The student must have earned in the Senior College Division at State Teachers College twice as many honor points as hours. (4) He must make a score on a standard intelligence test indicating an intelligence quotient of at least 115. (5) He must be approved by the Honors Committee, who will consider, in addition to other qualifications, his character and personality.

Candidates for General or Research Honors are excused from penalties for class absence. They are excused from all course examinations during their last three quarters of residence. They must register to read for honors during at least two of these quarters. In lieu of these course examinations, candidates for general honors take a comprehensive examination in their honors field and related fields. This examination is given near the close of the student's final quarter of residence. Students who pass this examination with distinction and otherwise meet the requirements for General Honors are granted such honors at the time of their graduation from the College. In lieu of their course examinations, candidates for Research Honors take an examination on their chosen problem of investigation in its relationship to their honors field and related fields. Candidates passing this examination and otherwise meeting the requirements for Research Honors are granted

such honors at the time of their graduation from the College.

Candidates for General Honors and Research Honors may receive departmental honors if qualified, even though they fail to receive the class of honors for which they are candidates. Candidates may be barred from graduation by the Honors Committee, if in the opinion of that committee, they have abused the privileges granted them as honors candidates and have failed to make satisfactory progress in their senior year.

Candidates for General Honors earn four to eight hours in their honors field by reading under the direction of an "honors professor" designated by the Honors Committee. Candidates for Research Honors earn four to eight hours in research investigation under the direction of an "honors professor" designated by the Honors Committee. Credits so earned by either class of honors candidates may be submitted for required courses in the candidate's honors field with the consent of the head of the department concerned.

Seminar groups, which must be attended by honors candidates, will be organized as directed by the Honors Committee, and all members of the College faculty are subject to call to assist in the conduct of these groups and in direction of candidates in their work.

In order to receive either General Honors or Research Honors, a candidate must (1) pass all courses of his senior year with no grade below C; (2) be recommended by his honors professor as having done satisfactory work in his reading of research; (3) pass his honors examinations with distinction; (4) maintain throughout his senior year the same high standards of conduct, intellectual activity, and good citizenship which were required for his admission to candidacy for honors. A part of the examination of the candidate for Research Honors shall consist of the submission to the examining committee of a satisfactory written account of his investigations. This account must be submitted one week prior to the date set for the remainder of the candidate's honors examination. In each case the chairman of the examining board shall report results to the Honors Committee, which alone shall have the power to grant honors.

Duties of the Honors Committee—The Honors Committee shall encourage qualified students to seek candidacy for honors, admit students to candidacy for honors, set up necessary standards and regulations and otherwise administer the honors work, appoint honors professors with the advice of the departments

concerned, appoint examining boards and set times for honors examinations, grant honors when satisfied that all requirements have been met, arrange for suitable public recognition of all classes of honor students, and approve standards of honor societies.

BEST CITIZEN AWARDS

At the beginning of each academic year the President shall appoint a secret committee of nine from the faculty whose duty it shall be near the end of each academic year to select two students who through superior character, leadership, and scholarship, have made the greatest contribution to the life of the College during the year. One man and one woman are selected. Upon recommendation of this committee the students so selected shall receive the BEST CITIZEN awards as a public recognition of services.

PRE-PROFESSIONAL TRAINING

Pre-professional training for teachers is incorporated into the freshman and sophomore years of the various curricula leading to degrees. Students interested in professions other than teaching have found that a proper selection among the courses offered for teachers in the various fields will frequently meet their needs. The following are suggested:

Pre-Medical and Pre-Dental—Freshman year—English 24-26-27, ten hours; Science 25-26-27, twelve hours; Science 37-38-39, twelve hours; Mathematics 32-35, eight hours; Electives, six hours. Sophomore year—Science 130-131-132, twelve hours; Science 80-81-82, twelve hours; German or French, twelve hours; Electives, twelve hours.

Pre-Pharmaceutical—Freshman year—Science 25-26-27, twelve hours; English composition, ten or twelve hours; Science 37-38-39, twelve hours; electives, twelve hours. Sophomore year—Science 130-131-132, twelve hours; Commerce 170, four hours; Electives, thirty-two hours with college algebra, trigonometry, and analytical chemistry strongly urged.

Pre-Legal—Freshman year—English 24-25-26, ten hours; French 25-26-27, twelve hours; History 27-28, eight hours; Social Science 33-25, eight hours; Mathematics 32-35, eight hours; Education 21, two hours; Physical Education, three hours. Sophomore year—English 75-76-80, twelve hours; French 75-76-77, twelve hours; History 61-62-63, twelve hours; Economics 55, four hours; Sociology 63 or Psychology 65, four hours each.

Pre-Engineering—Freshman year—Mathematics 32-35, eight hours; Science 25-26-27, twelve hours; Industrial Arts 87-31, eight hours; English 24-25-26-28, twelve hours, Social Science 25-55, eight hours. Sophomore year—Mathematics 75-76, eight hours; English 75-76, eight hours; Physics 80-81-82, twelve hours; Mathematics 175-176, eight hours; Electives, twelve hours.

CERTIFICATE CURRICULA

Certificate curricula are two-year curricula based on fifteen units of high school work.

The certificate obtained by completing one of these curricula is by law a first grade license to teach in the elementary grades of the public schools of Mississippi for a period of five years, at the expiration of which time the license may be renewed for periods of one year each by six weeks attendance in this college (H. B. 396, Section 1, Chapter 201, Acts of 1922).

One who holds a certificate dated prior to September, 1928, may secure a new five-year certificate by completing sufficient additional work in residence to meet present certificate requirements.

There are two certificate curricula, the Lower Elementary and the Upper Elementary.

DEGREE CURRICULA

Degree curricula are four-year college curricula based on fifteen units of high school work. They are intended for teachers who expect to make teaching their profession and wish broad scholarship and special preparation that will fit them for professional elementary supervision, high school teaching, or administrative positions such as principalship and superintendencies.

These curricula lead to the degree of Bachelor of Science or the degree of Bachelor of Music, which are by law professional licenses to teach in the public schools of Mississippi for life. (H. B. 396, Section 1, Chapter 201, Acts of 1922).

Degrees are awarded at the end of the third and fourth quarters only. Candidates must file applications for degrees not later than the beginning of their last quarter in residence.

LOWER ELEMENTARY CURRICULUM

(This course is intended for teachers of kindergarten and

grades one to three. It leads to the degree of Bachelor of Science.)

(*Starred courses are required for Lower Elementary Certificate.)

Freshman Year

*English Composition and Grammar.....	12 hours
*Social Studies (Geography, History, Social Science, including History 29).....	8
*Science 22, 23, 24.....	12
*Drawing (Fine Arts 25).....	4
Orientation to College Life (Ed. 21, advised but not required).....	2
*Handwork (Industrial Arts 20).....	2
*Introduction to Teaching (Ed. 20).....	2
*Library Science (29).....	1
Activities Courses (usually P. Ed.).....	3
Electives (as suggested by faculty adviser) not to exceed	6
	52

Students making a superior showing on placement tests in English and science may be excused from a part of the work of the freshman year in these subjects. In such cases academic electives are substituted for omitted courses. For details of the plan, see descriptions of courses in the departments concerned.

Science 37, 39, and 147 may be substituted for 22, 23, 24. Transfer students who have completed a year sequence in social studies before entering State Teachers College may substitute this year sequence for the twelve hours required in social studies under this curriculum.

Sophomore Year

*Health (79 or 27).....	4 hours
Social Studies (Geography, History, Social Science)....	4
*Elementary Psychology (Psy. 65).....	4
Drawing (Fine Arts 89).....	4
*School Music (Ms. 95, 96).....	8
*Fundamental Principles of Elementary Education (Ed-66)	4
Activities Courses (one course each quarter).....	3
Electives (as suggested by advisers).....	20*
	51

*Electives of the freshman and sophomore years should be in academic rather than professional fields. They are selected by the student and his faculty adviser in conference, in the light of the student's previous educational record, for the purpose of rounding out the student's general education and exploration of fields in which the student may wish to major or minor.

Junior Year

*Child Psychology (Psy. 116).....	4 hours
*Teaching of Reading and Language (Ed. 107)	4
*Teaching of Social Studies (Ed. 103)	4
Tests and Measurements (Ed. 169) or Curriculum (Ed. 162)	4 or 2
*Children's Literature (Eng. 117).....	4
*Teaching of Arithmetic in the Elementary Grades (Ed. 101)	4

Students are required to take one major of thirty-six hours and two minors of sixteen hours each from the lists below. These majors and minors must be selected by the end of the sophomore year, and the junior and senior years largely devoted to them. Elective courses previously taken may count toward either a major or minor. For specific information, consult the departmental requirements for each major and minor under **Departments of Instruction**.

Students should study the schedule for the entire year, and prepare their yearly schedule so that they may be able to get the courses they need.

Hours

Select one major from: Fine arts, health and physical education, English, history, geography, social science	12 to 28
Select two minors from: Art, biology, geography, health, physical education, history, industrial arts, social science, chemistry and physics, German or French, science 22, 23, 24, 147.....	12 to 16
Free electives to complete a total of forty-eight hours.	

Senior Year

Practice Teaching (Ed. 182)	10 hours
Sufficient hours from the minors selected from the list above to complete a total of thirty-six hours.	
Sufficient hours from the minors selected from the list above to complete sixteen hours each.	
Physical Education	4 or 0
Free electives to complete a total of 192 hours.	

SUMMARY OF DETAILED REQUIREMENTS IN THE LOWER ELEMENTARY CURRICULUM

Academic Core Requirements

	Hours
English Composition and Grammar.....	12
English 117 (Materials of Children's Lit.).....	4
Sci. 22, 23, 24.....	12
Fine Arts 25, 89 (Drawing).....	8
Industrial Arts 20 (Handwork).....	2
Health 27 or 79 (Hygiene).....	4
Soc. Studies (History, Geography, and Social Science, including History 29).....	12
Music 95, 96 (Public School Music).....	8
Library Science 29.....	1
Activities Courses (1 hour each quarter during fresh- man and sophomore years).....	6
Phys. Ed. (Materials and Methods).....	4
Total.....	73

Professional Core Requirements

Ed. 20 (Introduction to Education).....	2
Psy. 65 (Elementary Psy.).....	4
Ed. 66 (Fundamental Prin. of Elem. Ed.).....	4
Ed. 101 (Teaching of Arithmetic in Elementary Grades).....	4
Psy. 116 (Child Psy.).....	4
Ed. 103 (Teaching of Social Studies).....	4
Ed. 107 (Teaching of Reading and Language).....	4
Ed. 169 (Tests and Measurements) or Ed. 162 (Curricu- lum).....	4 or 2
Ed. 182 (Observation and Practice Teaching).....	10
Total.....	40 or 38

Grand Total of Core Requirements 113 or 111

One major of thirty-six hours.....	36
Two minors of sixteen hours each.....	32
Free electives to complete total.....	
Total.....	192

UPPER ELEMENTARY CURRICULUM

(This course is intended for teachers of grades four to eight, inclusive).

(*Starred courses are required for Upper Elementary Certificate.)

FRESHMAN YEAR

	Hours
*English Composition and Grammar.....	12
*Social Studies, including History 29.....	12
*Geography (33).....	4
*Science 22, 23, 24.....	12
*Drawing (Fine Arts 25).....	4
*Introduction to Teaching (Ed. 20).....	2
Orientation to College Life (Ed. 21; advised but not required).....	2
*Library Science (29).....	1
Activities Courses (one hr. each quarter).....	3

 52

Students making superior showing on placement tests in English and science may be excused from a part of the work of the freshman year in these subjects. In such cases academic electives are substituted for omitted courses. For details of the plan, see descriptions of courses in the departments concerned.

With the permission of the head of the Department of Science and the Dean, students may substitute Science 37, 39, and 147 for Science 22, 23, 24. Transfer students who have completed a year sequence in social studies before entering State Teachers College may substitute this year sequence for the twelve hours required in social studies under this curriculum.

SOPHOMORE YEAR

	Hours
*Health (79 or 27).....	4
Industrial Arts 20 (Handwork).....	2
*School Music (95, 96).....	8
*Drawing (Fine Arts 89).....	4
*Elementary Psychology (Psy. 65).....	4
*Fundamental Principles of Elem. Ed. (Ed. 66).....	4
Electives (as suggested by advisers).....	22*
Activities Courses (one course each quarter).....	3

 51

*Electives of the freshman and sophomore years should be in academic rather than professional fields. They are selected by the student and his faculty adviser in conference, in the light of the student's previous educational record, for the purpose of rounding out the student's general education, and for exploration of fields in which the student may wish to major or minor.

JUNIOR YEAR

	Hours
*Teaching of Arithmetic in the Elementary Grades (Ed. 101)	4
*Child Psychology (Psy. 118)	4
Tests and Measurements (Ed. 169) or Curriculum (Ed. 162)	4 or 2
*Teaching of the Social Studies (Ed. 105)	4
*Teaching of English and Reading (Ed. 109)	4
*English 117	4
*Geography 110	4
	28 or 26

Students are required to take one major of thirty-six hours and two minors of sixteen hours each from the lists below. These majors and minors must be selected by the end of the sophomore year, and the junior and senior years devoted largely to them. Elective courses previously taken may count toward either a major or a minor. For specific information, consult the departmental requirements for each major and minor under **Departments of Instruction.**

Students should study the schedule for the entire year and prepare their yearly schedules so that they may be able to get the courses they need.

	Hours
Select one major from: Fine arts, English, health and physical education, history, geography, social science	12 to 18
Select two minors from: Fine arts, biology, chemistry, (12) and biology (4), geography, health, physical education, history, industrial arts, mathematics, social science, French or German, science 22, 23, 24, 147	8 to 16
Physical Ed. (Methods and Theory)	4
Electives to complete a total of forty-eight hours.	

SENIOR YEAR

Practice Teaching (Ed. 183) 10

Sufficient hours from the major selected to complete
a total of thirty-six hours.

Sufficient hours from the two minors selected to com-
plete a total of sixteen hours in each.

Free electives to complete a total of 192 hours.

**SUMMARY OF DETAILED REQUIREMENTS IN THE
UPPER ELEMENTARY CURRICULUM**

Academic Core Requirements:	Hours
English Composition and Grammar	12
English 117 (Materials of Children's Lit.)	4
Science 22, 23, 24	12
Geography 33, 110 (Prin. of Geog. and Geog. of U. S.)	8
Fine Arts 25, 89 (Drawing)	8
Industrial Arts 20	2
Health 27 or 79 (Hygiene)	4
Soc. Studies (History, Soc. Sci., including History 29)	12
Music 95, 96 (Public School Music)	8
Library Science 29	1
Activities Courses (one hour each quarter during fresh- man and sophomore years)	6
Physical Ed. (Materials and Methods)	4
Total	81

Professional Core Requirements

Ed. 20 (Introduction to Education)	2
Psy. 65 (Elementary Psychology)	4
Education 66 (Fundamental Principles of Elem. Ed.)	4
Education 101 (Teaching of Arithmetic)	4
Psy. 116 (Child Psy.)	4
Ed. 105 (Teaching of Soc. Stud. in Up. Elem. Grades)	4
Ed. 109 (Teaching of English and Reading)	4
Ed. 169 (Tests and Measurements) or 121 (Curriculum 4 or	2
Ed. 183 (Observation and Practice Teaching)	10
Total	40 or 38

Grand Total of Core Requirements 121 or 119

One major of thirty-six hours.....	36
Two minors of sixteen hours each	32
Free elective to complete total	
Total.....	192

HIGH SCHOOL CURRICULUM

Freshman Year

English Composition and Grammar.....	12
Science	12
Social Studies (Geography, History, Social Science, including History 29)	12
Library Science 29	1
Activities Courses	3
Introduction to Teaching (Ed. 20)	2
Orientation to College Life, (Ed. 21; suggested but not required)	2
Electives (as suggested by advisers) not to exceed	8
	52

Students making a superior showing on placement tests in English and science may be excused from a part of the work of the freshman year in these subjects. In such cases academic electives are substituted for omitted courses. For details of the plan, see descriptions of courses in the departments concerned.

With the permission of the head of the Department of Science and the Dean, students may substitute an introductory year course in biology, chemistry, or physics for Science 22, 23, 24. Transfer students who have completed a year sequence in social studies before entering State Teachers College may substitute this year sequence for the twelve hours required in social studies under this curriculum.

Sophomore Year

	Hours
English (75, 76)	8
Health (79 or 27)	4
Elementary Psychology (65)	4
Electives (as suggested by faculty advisers) not to exceed	32
Activities Courses (one course each quarter)	3
	51

Electives of the freshman and sophomore years should be in academic rather than professional fields. They are selected by the student and his faculty adviser in conference, in the light of the student's previous educational record, for the purpose of rounding out the student's general education.

Junior Year

	Hours
Educational Psychology for High Schools (Psy. 119).....	4
Tests and Measurements (Ed. 169) or Curriculum (Ed. 162)	4 or 2
Principles of High School Teaching (Ed. 113).....	4
Methods of Teaching in student's major subjects	8 or 4

Note: Students who are preparing themselves to be principals or superintendents may substitute Education 155 for another required course selected with the approval of the major professors and the Dean.

Students are required to select one of the **Major Groups for High School Curriculum**. The majors should be selected and recorded in the Registrar's office by the end of the sophomore year, and the junior and senior years devoted largely to meeting group requirements. Elective course previously taken count toward a major. For specific information consult the departmental requirements for each major under **Department of Instruction**.

Students should study the schedule for the entire year, and prepare their yearly schedules so that they may be able to get the courses they need. Electives are chosen with the advice of the professor in charge of the field of the student's first major.

Senior Year

Observation and Practice Teaching, (Ed. 185, 186)..... 10

Hours

Courses in subjects chosen as majors to complete the requirements.

Physical Education (theory) 4

Free Electives to complete a total of 192 hours.

SUMMARY OF DETAILED REQUIREMENTS IN THE HIGH SCHOOL CURRICULUM

Academic Core Requirements:

English (Composition and Grammar).....	12
English 75, 76, (Survey of English Literature).....	8
Social Studies (including History 29).....	12
Science 22, 23, 24	12
Health 27 or 79 (Hygiene)	4
Library Science 29	1
Activities Courses (one hour each quarter during Fresh- man and Sophomore years)	6
Phys. Ed. (Materials and Methods).....	4
Total	59

Professional Core Requirements:

Ed. 20 (Introduction to Education).....	2
Psy. 65 (Elem. Psychology)	4
Psy. 119 (Ed. Psychology for High Schools).....	4
Ed. 113 (Principles of High School Teaching)	4
Ed. 169 (Tests & Measurements) or Ed. 162 (Curriculum 4 or	2
Ed. 185 and 186 (Observation and Practice Teaching)	10
Methods of Teaching in student's two major fields	8
Total	36 or 34

Grand Total of Core Requirements **95 or 93**

Two majors of thirty-six to fifty-two hours each.....	72 to 96
Free electives to complete total	---
Total	192

MAJOR GROUPS FOR THE HIGH SCHOOL CURRICULUM

A student may select (with the advice and approval of the Dean and the head of the department) any one of these groups and present the required number of hours as majors for a degree. The selection of majors should be recorded in the Registrar's office during the student's sophomore year.

Majors shall be designated as "first" and "second" majors. The student must choose as his first major the subject he expects to teach, and his observation and practice teaching must be in this field. He must take courses in the methods of teach-

ing in both his first and second majors. Education 155 may be substituted for one required course selected by the student's major professors and Dean.

Note: Transfer students must take at least twelve hours of residence work in each of their major subjects at this institution.

Group I. English and Foreign Language, (eighty to eighty-eight hours). English composition, written and spoken, 12 hours; English literature, 16 hours; American literature, 8 hours; Methods of Teaching English, 4 hours; electives in English, 8 hours. A foreign language (based on 2 entrance units), 28 hours; Methods of Teaching Language, 4 hours. If two units are not presented there must be 36 hours in a foreign language.

Group II. English and Social Studies, (96 hours). English, same as for Group I, 48 hours; History, 28 hours; Social Science, 8 hours; Geography, 8 hours; Methods of Teaching the Social Studies, 4 hours.

Group III. The Social Studies, (84 hours). History, 36 hours; Geography, 8 hours; Political Science, 8 hours; Sociology, 8 hours; Economics, 8 hours; Methods of Teaching the Social Studies, 4 hours; electives in the Social Studies, 8 hours.

Group IV. Mathematics and Science, (96 hours). College Algebra, 4 hours; Trigonometry, 4 hours; College Geometry, 4 hours; Analytic Geometry, 8 hours; Calculus, 8 hours; elective Mathematics, 8 hours; Methods in Teaching Mathematics, 4 hours; Survey of Science, 12 hours; Physics, 8 hours; Biology, 8 hours; Chemistry, 8 hours; elective Science, 16 hours; Methods of Teaching Science, 4 hours.

Group V. Mathematics and Science, (80 hours). Mathematics (same as in Group IV), 40 hours; Physics, 12 hours, and Chemistry, 24 hours; Methods of Teaching Science, 4 hours.

Group VI. Biological Sciences and Mathematics, (84 hours); Biology, 24 hours; Physiology, 4 hours; electives in Biological Science, 12 hours; Methods of Teaching Science, 4 hours; Mathematics, same as in Group IV.

Group VII. Science, (92 hours). Physics, 12 hours; Chemistry, 24 hours; Biology, 24 hours; College Algebra, 4 hours; Survey of Science, 12 hours; elective in Chemistry or Biology, 12 hours; Methods of Teaching Science, 4 hours.

Group VIII. Home Economics and Science. (88 hours), Costume Design, 4 hours; Home Furnishings, 4 hours; Foods, 12 hours; Clothing, 12 hours; Home Management, 8 hours; Health 133 and 134, 4 hours; Inorganic Chemistry, 8 hours; Organic Chemistry, 4 hours; Household Chemistry, 4 hours; Household Physics, 4 hours; Biology, 8 hours; Physiology, 4 hours; Fine Arts, 4 hours; Methods of Teaching Home Economics, 4 hours; Methods of Teaching Science, 4 hours.

Group IX. A student may select two majors from the following list: English, a foreign language, commerce, social studies, mathematics, science. In each major he must complete the requirements set forth for that major in some group other than IX, except a student may major in Chemistry under Group IX by completing 36 hours in the subject.

Group X. Health and Physical Education. (84 hours) Physiology 4 hours; Anatomy, 8 hours; History, 4 hours; Hygiene, 8 hours; First Aid, 2 hours; Methods in Health Education, 4 hours; Physical Education, 22 hours.

A second major must be selected from those named in Group IX.

Group XI. Music Education and Applied Music. See Music Curriculum.

Group XII. Vocational Home Economics. See curriculum outlined under Practical and Fine Arts.

Group XIII. Commerce and Social Studies (108 hours). Accounting, 20 hours; Business Law, 4 hours; Methods of Teaching the Commercial Subjects, 4 hours; Office Practice, 4 hours; Shorthand, 12 hours; Typing, 8 hours; Economics, 8 hours; Geography, 8 hours; History, 32 hours (including the methods course); Political Science, 4 hours; Sociology, 4 hours.

Group XIV. Commerce (72 to 76 hours). Typing, 4 hours; Accounting, 12 hours; Business Law, 4 hours; Methods of Teaching the Commercial Subjects, 4 hours; Salesmanship, and Advertising, 4 hours; accounting studies in commerce, 12 hours, or secretarial studies in commerce, 24 hours; economic geography, 4 hours; mathematics of finance, 4 hours; economics, 8 hours; government, 4 hours; sociology, 4 hours; electives in social studies, 4 to 8 hours.

NOTE:—No head of a department is authorized to deviate from the foregoing requirements, and any verbal promise at variance with these requirements is invalid.

CURRICULA LEADING TO BACHELOR OF MUSIC DEGREE

The Department of Music offers the following major courses:

- (a) Pianoforte
- (b) Voice
- (c) Violin
- (d) Violoncello
- (e) Music Education (School Music).

Admission

First, as a regular student. For any curriculum leading to a degree, the student must satisfy the entrance requirements of the College.

Students entering the piano, voice, violin, or violoncello course must give evidence that the preparatory course in piano, voice, violin, or violoncello has been completed.

Freshmen must take entrance examinations in Elementary Theory. Those passing may enroll in the regular required courses. Students who have had preparatory work and cannot pass the examination may also enroll for the regular required courses, but must do two hours of supervised work each week without credit in elementary theory until the entrance requirements are satisfactorily fulfilled.

Second, as a special student. In this case the student may elect any course his previous training has qualified him to pursue with profit, but no credit toward a degree is allowed such student

Tuition

The tuition is for the quarter, three months, payable in advance for a term of six weeks.

	Two lessons a week	One lesson a week
Piano		
Mr. Marsh	\$24.00	\$12.00
Miss Poe	24.00	12.00
Violin or Viola		
Mr. Keller	24.00	12.00
Voice		
Miss Druckenmiller	24.00	12.00
Violoncello		
Miss Reeve	24.00	12.00
Reeds and Brasses		
Mr. Keller	18.00	9.00

Class Work

Theoretical Courses per quarter hour credit.....	\$2.50
School Music Methods Courses, per quarter hour credit.....	2.50
Piano, Violin and Vocal Method Courses per quarter hour credit	3.00

A laboratory fee of \$1.50 per quarter will be charged for courses in application of music, history of music and school music fundamentals (Music 95 and 96).

Classes in Sight Singing and Ear Training, Ensemble, etc., are free to students taking the full music course leading to either the Mus.B. degree or the B.S. degree with Music Education as a major.

Practice

Piano rental for one hour daily per quarter.....	\$3.00
Each additional hour per quarter.....	1.00

CURRICULA

The curricula include systematic and progressive instruction in theory, history, and practice of the arts to which they severally relate; also in those branches of language, philosophy, history, and criticism which bear most directly upon these arts, and without a knowledge of which success in the higher domain of arts is impossible. The literary departments of the College afford excellent opportunities to students to pursue studies related to the fine arts other than those included in the curricula of the department.

I. The Curriculum in Piano

The best principles of modern piano technique form the basis of teaching in this department. The student is thoroughly grounded in the classics, including Bach's Inventions and Well-Tempered Clavichord with Hannon, Czerny, Clementi, Chopin and Liszt Etudes, Sonatas by Mozart and Beethoven, and selections from the compositions of the best composers of the classic, romantic, and modern schools of composition.

In the junior and senior years of the course, concertos by Mendelssohn, Beethoven, Chopin, Grieg, Schumann, Liszt, and modern composers are studied and performed. Students to rank as freshmen must show that they have had equivalent of four years of serious study of the piano.

Candidates for the degree of Bachelor of Music must be pre-

pared to present recitals selected from composers of the classic, romantic, and modern schools in their junior and senior years.

II. The Curriculum in Voice

The Department of Music recognizes the need of thorough fundamental training in the technique of singing as a prerequisite of the study of songs. The course of instruction is based upon the principles of the Italian School of Singing.

Attention is given to the study of breath control, voice placing, tone production, vowel formation, the development of resonance, range, flexibility, tone color and style. Song literature of the classic and modern schools is given to build an adequate repertoire, as well as to enrich and broaden the musical experience and appreciation of the student. Upon graduation the student must possess a repertoire of recitatives and arias from the standard oratorios, representative operatic arias, as well as a repertoire of songs from the English, French, Italian and German Schools. Students to be classified as freshmen in the vocal degree course must show by examination that they have the technical and musical development equivalent to one year of vocal study as well as preparatory piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals of standard songs and arias selected from the classic and modern schools of composition in their junior and senior years.

III. The Curriculum in Violin

It is the aim of the Violin Division to offer instruction that will thoroughly train the student to meet the demands of the orchestra and concert violinist as well as to prepare for the field of teaching. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on ensemble in the advanced classes.

The material studied is selected according to the individual needs of the student from the following studies: Sevcik, Leonard, Kayser, Mazas, Schradieck, Kreutzer, Rode, and others. For the development of style and interpretation sonatas by Tartini, Nardini, Handel, Haydn, and Bach are used, and concertos by Viotti, Rode, DeBeriot, Mendelssohn, and Wieniawski. For graduation, selections are made from concertos by Beethoven, Bruch, Mendelssohn, Vieuxtemps, and others of equal difficulty,

and miscellaneous compositions from Paganini, Sarasate, Wieniawski, Hubay, and representative modern composers.

Candidates for the degree of Bachelor of Music must be prepared to present a recital from composers of the classic, romantic, and modern schools in their junior and senior years.

IV. The Curriculum in Violoncello

The aims of this division are the same as those of the Violin division.

The material studied is selected according to the individual needs of the student from the following studies: Dotzauer, Grutzmacher, Duport, Popper, and Piatti. For development of style and interpretation sonatas by Coverette, Locatelli and Boccherini, and suites for Violoncello alone by J. S. Bach, and Concertos by Romberg, Davidoff, Servais, Popper, Goltermann, Saint-Saens, Lalo, Haydn, Dvorak, D'Albert and Schumann. Concert pieces by Tchaikowsky, Davidoff, Popper and Boellman.

Candidates for the degree of Bachelor of Music must be prepared to present a recital of selected composers of the classic, romantic, and modern schools in their junior and senior years.

V. The Curriculum in Music Education

The teaching of music in the public schools is now considered the work of a specialist of broad training. The importance of laying a thorough musical foundation in the grades is generally recognized and calls for great ability in the teacher of music. In the high school, music is now accorded a place of importance, and the demand for teachers who can organize and direct choral, instrumental, theoretical, and appreciation courses is increasing from year to year.

The courses in public school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education, and cultural subjects.

The degree of Bachelor of Science is conferred upon completion of the four year curriculum. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding the Bachelor's degree. This course offering a degree combining music and education is planned to meet this demand in the field of music education.

PIANO MAJOR**(Leading to the degree of Bachelor of Music)****Freshman Year**

Piano 25α, 26α, 27α, (two lessons a week).....	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony).....	3	3	3
Sight Singing and Ear Training, 37, 38, 39.....	2	2	2
Appreciation of Music, 43, 44, 45.....	2	2	2
Chorus 20 ¹ , 20 ² , 20 ³	1	1	1
English 24 and 28, 26, 27 or 24 and 28, 25, 26.....	4	4	4
Physical Education.....	1	1	1

Sophomore Year

Piano 55α, 56α, 57α, (two lessons a week).....	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony).....	3	3	3
Sight Singing and Ear Training 67, 68, 69.....	2	2	2
History of Music 73, 74, 75.....	2	2	2
Chorus 50 ¹ , 50 ² , 50 ³	1	1	1
English 75, 76.....	4	4	
Psychology 65.....			4
Physical Education.....	1	1	1

Junior Year

Piano 105α, 106α, 107α (two lessons a week).....	4	4	4
Theory 114, 115, 116 (Form Analysis).....	2	2	2
Theory 117, 118, 119 (Counterpoint).....	2	2	2
Ensemble 123, 124, 125.....	2	2	2
Chorus 100 ¹ , 100 ² , 100 ³	1	1	1
Foreign Language (French or German).....	4	4	4

Senior Year

Piano 155α, 156α, 157α.....	4	4	4
Theory 164, 165, 166 (Composition).....	2	2	2
Theory 167, 168, 169 (Orchestration).....	2	2	2
Ensemble 173, 174, 175.....	2	2	2
Piano Normal 182, 183, 184.....	2	2	2
Chorus 150 ¹ , 150 ² , 150 ³	1	1	1
Education 113.....	4		
Education 169.....		4	
Psychology 119.....			4

VIOLIN MAJOR**(Leading to the degree of Bachelor of Music)****Freshman Year**

Violin 31a, 32a, 33a (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 37, 38, 39	2	2	2
Appreciation of Music 43, 44, 45	2	2	2
Orchestra 21 ¹ , 21 ² , 21 ³	1	1	1
English 24 and 28, 26, 27, or English 24 and 28, 25, 26	4	4	4
Physical Education	1	1	1

Sophomore Year

Violin 61a, 62a, 63a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 67, 68, 69	2	2	2
History of Music 73, 74, 75	2	2	2
Orchestra 51 ¹ , 51 ² , 51 ³	1	1	1
English 75, 76	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Violin 111a, 112a, 113a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Orchestra 101 ¹ , 101 ² , 101 ³	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violin 161a, 162a, 163a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Violin Normal 185, 186, 187	2	2	2
Orchestra 151 ¹ , 151 ² , 151 ³	1	1	1
Education 113	4		
Education 169		4	
Psychology 119			4

VIOLONCELLO MAJOR**(Leading to the degree of Bachelor of Music)****Freshman Year**

Violoncello 22α, 23α, 24α (two lessons α week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 37, 38, 39	2	2	2
Appreciation of Music 43, 44, 45	2	2	2
Orchestra 21 ¹ , 21 ² , 21 ³	1	1	1
English 24 and 28, 26, 27 or English 24 and 28, 25, 26	4	4	4
Physical Education	1	1	1

Sophomore Year

Violoncello 52α, 53α, 54α (two lessons α week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 67, 68, 69	2	2	2
History of Music 73, 74, 75	2	2	2
Orchestra 51 ¹ , 51 ² , 51 ³	1	1	1
English 75, 76	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Violoncello 102α, 103α, 104α (two lessons α week)	4	4	4
Theory 114, 115, 116 (Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Orchestra 101 ¹ , 101 ² , 101 ³	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violoncello 152α, 153α, 154α (two lessons α week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Music Elective	2	2	2
Orchestra 151 ¹ , 151 ² , 151 ³	4	4	4
Education 113	4		
Education 169		4	
Psychology 119			4

VOICE MAJOR**(Leading to the degree of Bachelor of Music)****Freshman Year**

Voice 28a, 29a, 30a (two lessons a week)	2	2	2
Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 37, 38, 39	2	2	2
Appreciation of Music 43, 44, 45	2	2	2
Chorus 20 ¹ , 20 ² , 20 ³	1	1	1
English 24 and 28, 26, 27 or English 24 and 28, 25, 26	4	4	4
Physical Education	1	1	1

Sophomore Year

Voice 58a, 59a, 60a (two lessons a week)	2	2	2
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 67, 68, 69	2	2	2
History of Music 73, 74, 75	2	2	2
Chorus 50 ¹ , 50 ² , 50 ³	1	1	1
English 75, 76	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Voice 108a, 109a, 110a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100 ¹ , 100 ² , 100 ³	1	1	1
French	4	4	4

Senior Year

Voice 158a, 159a, 160a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Diction Class 176	2		
Vocal Analysis Class 177		2	
Vocal Repertory Class 178			2
Vocal Normal 179, 180, 181	2	2	2
Chorus 150 ¹ , 150 ² , 150 ³	1	1	1
German	4	4	4

MUSIC EDUCATION

(Leading to the degree of Bachelor of Science)

GENERAL SUPERVISOR'S CURRICULUM**Freshman Year**

Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Voice 28b, 29b, 30b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 37, 38, 39	2	2	2
Appreciation of Music 43, 44, 45	2	2	2
Chorus 20 ¹ , 20 ² , 20 ³	1	1	1
English 24 and 28, 26, 27 or English 24 and 28, 25, 26	4	4	4
Education 20	2		
Library Science 29		1	
Physical Education	1	1	1

Sophomore Year

Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Voice 58b, 59b, 60b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 67, 68, 69	2	2	2
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	2	2	2
Chorus 50 ¹ , 50 ² , 50 ³	1	1	1
English 75, 76	4	4	
Psychology 65			4
Physical Education	1	1	1

Junior Year

Piano 105b, 106b, 107b (one lesson a week)	1	1	1
Voice 108b, 109b, 110b (one lesson a week)	1	1	1
Theory 114, 115, 116 (Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120, 121, 122 (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100 ¹ , 100 ² , 100 ³	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Piano 155b, 156b, 157b (one lesson a week)	1	1	1
Voice 158b, 159b, 160b (one lesson a week)	1	1	1

Theory 167, 168, 169 (Orchestration).....	2	2	2
Instrumental Class (String) 170.....	2		
Instrumental Class (Woodwinds) 171.....		2	
Instrumental Class (Brasses) 172.....			2
Chorus 150 ¹ , 150 ² , 150 ³	1	1	1
Education 113.....	4		
Science 23.....		4	
Education 169.....			4
Education 185.....	5		
Education 186.....		5	
Psychology 119.....			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a String Instrument)

Freshman Year

Violin (or other String Instrument) 31b, 32b, 33b.....	1	1	1
Piano (one lesson a week) 25b, 26b, 27b.....	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony).....	3	3	3
Sight Singing and Ear Training 37, 38, 39.....	2	2	2
Appreciation of Music 43, 44, 45.....	2	2	2
Orchestra 21 ¹ , 21 ² , 21 ³	1	1	1
English 24 and 28, 26, 27 or 24 and 28, 25, 26.....	4	4	4
Education 20.....	2		
Library Science 29.....		1	
Physical Education.....	1	1	1

Sophomore Year

Violin (or other String Instrument) 61b, 62b, 63b.....	1	1	1
Piano (one lesson a week) 55b, 56b, 57b.....	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony).....	3	3	3
Sight Singing and Ear Training 67, 68, 69.....	2	2	2
Music Education 70, 71, 72 (School Music).....	2	2	2
History of Music 73, 74, 75.....	2	2	2
Orchestra 51 ¹ , 51 ² , 51 ³	1	1	1
English 75, 76.....	4	4	
Psychology 65.....			4
Physical Education.....	1	1	1

Junior Year

Violin (or other String Instrument) 111b, 112b, 113b.....	1	1	1
Woodwind Instrument (one lesson a week).....	1	1	1
Theory 114, 115, 116 (Form Analysis).....	2	2	2
Theory 117, 118, 119 (Counterpoint).....	2	2	2

Music Education 120, 121, 122 (School Music).....	2	2	2
Conducting 126, 127, 128.....	2	2	2
Orchestra 101 ¹ , 101 ² , 101 ³	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Violin (or other String Instrument) 161b, 162b, 163b.....	1	1	1
Brass Instrument (one lesson a week).....	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2
String Instruments Class Methods 191.....	2		
Woodwind Instruments Class Methods 192.....		2	
Brass Instruments Class Methods 193.....			2
Advanced Conducting and Study of Band and Or- chestral Materials 194, 195, 196.....	2	2	2
Orchestra 151 ¹ , 151 ² , 151 ³	1	1	1
Education 113	4		
Science 23		4	
Education 162			2
Education 185	5		
Education 186		5	
Psychology 119			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a Brass or Woodwind Instrument)

Freshman Year

Major Instrument (one lesson a week).....	1	1	1
Piano (one lesson a week) 25b, 26b, 27b	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing and Ear Training 37, 38, 39.....	2	2	2
Appreciation of Music 43, 44, 45.....	2	2	2
English 24 and 28, 26, 27 or 24 and 28, 25, 26.....	4	4	4
Band 22 ¹ , 22 ² , 22 ³	1	1	1
Education 20	2		
Library Science 29.....		1	
Physical Education	1	1	1

Sophomore Year

Major Instrument (one lesson a week).....	1	1	1
Piano (one lesson a week) 55b, 56b, 57b.....	1	1	1
Theory 64, 65, 67 (Including Keyboard Harmony).....	3	3	3

Sight Singing and Ear Training 67, 68, 69.....	2	2	2
Music Education 70, 71, 72 (School Music).....	2	2	2
History of Music 73, 74, 75.....	2	2	2
Band 52 ¹ , 52 ² , 52 ³	1	1	1
English 75, 76.....	4	4	
Psychology 65.....			4
Physical Education.....	1	1	1

Junior Year

Major Instrument (one lesson a week).....	1	1	1
String Instrument (one lesson a week).....	1	1	1
Theory 114, 115, 116 (Form Analysis).....	2	2	2
Theory 117, 118, 119 (Counterpoint).....	2	2	2
Music Education 120, 121, 122 (School Music).....	2	2	2
Conducting 126, 127, 128.....	2	2	2
Band 102 ¹ , 102 ² , 102 ³	1	1	1
Health 79.....	4		
Social Studies.....		4	4

Senior Year

Major Instrument (one lesson a week).....	1	1	1
Woodwind or Brass Instrument (one lesson a week).....	1	1	1
Theory 167, 168, 169 (Orchestration).....	2	2	2
String Instruments Class Methods 191.....	2		
Woodwind Instruments Class Methods 192.....		2	
Brass Instruments Class Methods 193.....			2
Advanced Conducting and Study of Band and Orchestral Materials 194, 195, 196.....	2	2	2
Band 152 ¹ , 152 ² , 152 ³	1	1	1
Education 113.....	4		
Science 23.....		4	
Education 162.....			2
Education 185.....	5		
Education 186.....		5	
Psychology 119.....			4

Practice

Regular hours of practice are assigned each student by the Director of Music. The number of hours of daily practice depends on the classification of student. Mus.B students are required to practice three hours daily in their freshman and sophomore years and four hours daily in their junior and senior

years. Of other classifications of students, one hour daily practice is required.

Recitals

In order that students may become accustomed to appearing in public, frequent afternoon recitals are given. Public recitals are given by advanced students as often as it is consistent with their regular work.

All applicants for the Mus.B. degree are required to appear on afternoon programs, once in the freshman year, twice in the sophomore, and three times in both junior and senior years.

Opportunities are given students to hear the best music in concerts given by the members of the music faculty and visiting artists. Attendance at all recitals is obligatory.

Business Regulations

1. All tuition is payable strictly in advance, at the beginning of each six weeks term.
2. No lesson is given until fee is paid and receipt presented to instructor.
3. Under no condition is music tuition refunded. In case of protracted illness, the balance is allowed upon a subsequent term.
4. Lessons lost by absence or tardiness of pupil will not be made up unless due notice is given the instructor.
5. Assignment of periods for lessons and for practice will be made upon personal application to the Director. Before applying for the assignment, the student should have a complete schedule of all his other classes.

Special Requirements

All non-resident students are required to practice in the Music Building under supervision.

All students, regular or special, are required to sing or play in any chorus, choir, quartet, orchestra or band, in which their presence may be desired.

N. B.—Not over six quarter hours in choral music, orchestra or band are allowed in the academic degree curricula.

DIVISION OF EXTENSION

The Division of Extension offers correspondence and non-residence classroom courses. Non-residence classroom instruction will be offered in selected centers beginning about October 1. Inquiries should be addressed to the Director of Extension.

The fee for correspondence and extension courses is \$2.50 per quarter hour credit.

The following courses are available through the Division of Correspondence Study:

Education: 101, Arithmetic in the Elementary Grades; 107, Teaching of Reading and English in Primary Grades; *46, Parent-Teachers Association Work; 109, Teaching of Reading and English in the Upper Elementary Grades; 113, Principles of High School Teaching; 169, Tests and Measurements.

English: 26-27, English Composition; 80, Development of American Literature; 124, Shakespeare.

Geography: 110, Commercial and Economic Geography of North America; 88, Commercial and Economic Geography of South America, Mexico, and the Caribbean Countries; 138, Commercial and Economic Geography of Europe, 135, The Principles of Human Geography.

Health: 79, The Hygiene of the School Child; 125, Personal Hygiene and Home Sanitation.

History: 27, Survey of Civilization from 1450 to 1789; 28, Survey of Civilization since 1789; American History 61, 62, 63; 177 Recent European History; 185, History of the Old South; 110, The Middle Ages; 140, Civil War and Reconstruction; 142, Recent American History.

Math.: 31, College Algebra; 32, College Algebra; 35, Plane Trigonometry; 75, Analytic Geometry; 76, Analytic Geometry; 131, The Teaching of High School Mathematics; 138, The History of Mathematics.

Physical Education: *33, Theory and Principles of Physical Education.

Psychology: 65, Elementary Psychology; 116, Child Psychology; 119, Educational Psychology for High School Teachers.

Fine Arts: 140, Art Appreciation.

Social Science: 25, American Government; 55, Principles of Economics; 130, State and Local Government; *106, American Political Parties; 75, Rural Sociology; 175, Advanced Principles of Sociology.

NOTE:—Courses starred are two-hour courses. Others are four-hour courses.

Students who are, for any reason, permitted to take a second examination on a subject, are charged a special examination fee of one dollar.

Examiners have been appointed in most of the counties of Mississippi, and students, as a rule, will be able to take final examinations in the county sites of their own counties or at some other convenient place.

It is the policy of the College to offer class extension work to meet the widest possible demands. Those interested in securing extension courses should communicate with the Director of Extension. Extension and correspondence courses are accepted by the high school and elementary commissions in rating teachers.

HEALTH AND PHYSICAL EDUCATION

Students may be assigned to physical education courses as seems advisable after physical examination.

All students must take Health 27, 79, or 125.

Men students take Physical Education 48; they must also take Physical Education 33 or Health 133 and Physical Education 36, or 126, or 128.

Women students classifying under the Lower Elementary curriculum take Physical Education 143; those classifying under the Upper Elementary curriculum take Physical Education 149; those classifying under High School curriculum take Physical Education 151.

Biology majors take Health 129 or 136.

Home economics majors take Health 133, 134, and 129 or 136.

Minors in health take Health 79, 129, and eight hours elective.

Minors in physical education take Physical Education 143 or 149 and elect twelve hours from courses listed below.

Majors in health and physical education under either of the elementary curricula take Health 79, 115, 125, 129, and twenty hours of physical education, including 47, 48, and 181. Majors under the High School curriculum, Group X, take Health 79, 115, 125, 129, 133, 136, 166, 167, and courses in physical education as listed below:

Physical education courses required for men majors: Hours

Physical Education 33.....	2
Playground Management 48.....	2
Remedial and Corrective Measures 181.....	4
Football (either 26, 40, 102, 152).....	1
Basketball (either 28, 42, 104, 154).....	1
Coaching of Football 126.....	1
Coaching of Basketball 128.....	1
Life Saving 125.....	1
Field Sports 30.....	1
Tennis 34.....	1
Track 32.....	1
Natural Gymnastics 36.....	1
Elective.....	5

Physical education for women majors:

37—Elementary Folk Dancing.....	1
41—Tennis.....	1
47—Teaching of Physical Education in Lower Grades.....	1
48—Playground Management.....	2
75—Elementary Swimming.....	1
117—Advanced Folk Dancing.....	1
105—Clogging.....	1
125—Life Saving.....	1
Basketball (31, 121).....	1
141—Coaching and Varsity Basketball.....	1
145—Field Sports.....	1
111—Pageantry.....	1
99—Archery.....	1
181—Remedial and Corrective Measures.....	4
Either 143, 149, 151—Methods Courses.....	4

Students may repeat activity courses such as tennis, golf, and swimming, for additional credit, with the permission of the directors of the activity program. Additional quarters of credit in activity courses are indicated by affixing the letters "a", "b", etc., to the numbers of the courses.

HEALTH EDUCATION**Dr. Schwartz****Dr. McKinnon—College Physician Miss Smith—College Nurse**

Health 27—**School and Community Hygiene.** Four hours.
Topics: common hygiene measures pertaining to the school and community.

Health 79—**The Hygiene of the School Child.** (Personal Hygiene). Four hours.

Topics: general study of the physical, mental and educational hygiene of the child.

Health 115—**Methods and Means of Teaching Health.** Four hours.

Topics: principles of health education with practical lessons.

Health 125—**Personal Hygiene, Advanced.** Four hours.

Topics: hygiene of the various systems of the body: sanitation of the home.

Health 129—**Physiology.** Four hours.

Topics: general physiology of the human body especially arranged for average college students.

Health 133—**First Aid.** Two hours.

Topics: first aid measures for the usual accidents about home, camp, etc.

Health 134—**Home Nursing.** Two hours.

Topics: those dealing with home life that every one should know.

Health 136—**Anatomy.** Four hours.

Topics: construction of the human body, especially arranged for average college students.

Health 166—**Anatomy.** Four hours.

Continuation of Health 136.

Health 167—**Histology.** Four hours.

Microscopic anatomy for general students.

Health 175—**Problems of Sex Hygiene.** Two hours.

Topics: relative to sex hygiene and general education.

PHYSICAL EDUCATION**Miss Perry****Miss Bingham****Mr. Green****Mr. Vann****Combined Courses for Men and Women**

33—**Theory and Principles of Physical Education.** Two hours.

This course gives a general background for Physical Education and should

not be taken until the sophomore year. It may not be counted as an activity course.

48—**Playground Management.** Two hours.

63, 103—**Recreation.** One hour. Planned for those who have physical deficiencies and cannot participate in regular sports.

181—**Remedial and Corrective Measures.** Senior standing. Four hours.

This is considered an academic course.

PHYSICAL EDUCATION FOR MEN

12, 112—**Golf.** One hour each.

20, 44, 106, 156—**Baseball.** One hour each.

24, 124—**Volley Ball.** One hour.

26, 52, 104, 154—**Basketball.** One Hour each.

Each major should have at least one season before taking Course 128.

28, 40, 102, 152—**Football.** One hour each.

Each major should meet with the squad at least one season.

32, 132—**Track.** One hour.

34, 134—**Tennis.** One hour.

36—**Natural Gymnastics.** One hour.

30, 131—**Field Sports.** One hour.

Includes soccer, field ball, hockey, and indoor baseball.

38, 50, 138—**Boxing.** One hour.

46, 52, 101—**Spring Football Training.** One hour each.

126—**Coaching Football.** One hour.

Must have had either 28, 40, 102, or 152 before taking this course. Coaching of six-man football may be taken as 126-B.

128—**Coaching Basketball.** One hour.

Must have had either 26, 42, 104, or 154 before taking this course.

PHYSICAL EDUCATION FOR WOMEN

NOTE: The regulation uniforms are to be purchased after arriving; do not bring them from home or secure them before entering classes. Regular white tennis shoes may be worn. Majors consult physical director concerning uniform.

- 35, 123—**Formal Gymnastics.** One hour.
- 37, 117—**Folk Dancing.** One hour.
Folk dancing; dances of other countries.
- 41, 118—**Tennis.** One hour.
- 43—**Social Activities.** One hour.
- 47—**The Teaching of Physical Education in Lower Elementary Grades.** One hour.
Singing games and hunting games for early grades. (No credit for students who take 151.)
- 51—**Sports in Upper Elementary Grades.** One hour.
(No credit for students who take 151.)
- 75—**Elementary Swimming.** One hour.
- 89—**Natural Gymnastics.** One hour.
- 21, 101—**Outdoor Baseball.** One hour.
- 17, 105—**Clogging.** One hour.
- 99, 109—**Archery.** One hour.
- 61, 111—**Pageantry.** One hour each.
For those who participate in spring festival.
- 19, 119—**Handball.** One hour each.
- 125—**Life Saving.** One hour. Advanced Swimming.
- 57, 137—**Self-Testing Activities.** One hour.
- 59, 139—**Volley Ball, Cage Ball, Newcomb.** One hour each.
- 141—**The Teaching of Elementary Basketball.** One hour.
- 65, 145—**Field Sports.** One hour each.
- 143—**Material and Methods for Lower Elementary Grades.**
Four hours.
Not an activities course. Prerequisite—Either 37, 105, and either 145, 41, or 99.
- 149—**Methods and Materials for Upper Elementary Grades.**
Four hours.
Not an activities course. Prerequisite—Either 37, 105, 117 and either 51, 139, 137.
- 151—**Material and Methods for High School In Phys. Ed.**
Four hours.
Not an activities course. Prerequisite—Either 117, 105, 111, and basketball.
- 53, 153—**Hockey.** One hour each.

LANGUAGE AND LITERATURE

Entering freshmen take a placement test in English. The ordinary requirement in grammar and composition is twelve hours, consisting of English 24, 25, 26 and 28. Transfer students presenting only nine hours in composition and grammar are expected to take English 28 unless excused from it by the Dean on the basis of an achievement test and their record in collegiate English. Freshmen making a superior showing on the placement test at the time of admission may satisfy requirements in composition and grammar by taking English 26 and 27 for eight hours credit.

Students presenting entrance units in a foreign language and wishing to do college work in the same language are excused from the first year of the language if they present two units in it, and from the first quarter's work if they present one unit.

For Upper and Lower Elementary Curricula: All students take English 117 in addition to the required Freshman work. English majors also take 75 and 76 and a sufficient number of additional hours in English to bring their total credits in the subject to thirty-six.

For High School Curricula: All students take English 75 and 76, in addition to the required Freshman courses. English majors also take English 80, 110, and 141 and enough additional hours in English to bring their total credits in the department to forty-eight. Students are allowed to offer eight hours earned in Language 111, 142, 143, 144 as a part of the required forty-eight hours in English. Language majors take Language 121 and thirty-six hours in French based on no entrance units or twenty-eight hours in French based on two entrance units.

DEPARTMENT OF ENGLISH

Dr. Lowrey Miss Hickman Miss Bass Miss Tribble

24—English Composition, Written and Spoken. Two hours.

This course deals with the organization of thought for written or oral composition. Mechanical accuracy in the use of English is expected, and the work of the course is closely correlated with that of English 28. Collateral reading. Students with superior training in English are excused from this course.

25—English Composition, Written and Spoken. Four hours.

This course is a continuation of the work of 24 with special attention to the needs of students whose training in thought organization and sentence structure is defective. Much practice is given in oral and written composition. Students with superior training in English are excused from this course.

26—English Composition, Written and Spoken. Four hours.

English 26 emphasizes letter writing, word study and vocabulary building, class discussions and the preparation of programs for the campus clubs and other school activities. The major part of the course is directed toward development of skill in gathering and organizing material for expository themes, longer than those required in 25. Collateral reading. Required of all Freshmen.....Superior students register for 26A.

27—English Composition, Written and Spoken. Four hours.

This course is a continuation of the work of 26 with special attention to the needs of superior students. Students are encouraged toward grace and clarity of expression and are given guidance in those types of critical and creative writing in which they are most interested. Required of students who are excused from 24 and 25.

28—Mechanics of English. Two hours.

This is a course in good usage. It deals with grammar, punctuation, spelling, oral usage, and the mastery of tools intended to improve usage. Students who have been exempted from 24 and 25, however, may be excused also from 28 if they wish.

75—English Literature. Four hours.

The chief aim of this course is to give the student an opportunity to do extensive reading and to comprehend a considerable body of the more readable English literature, especially prose.

76—English Literature. Four hours.

English 76 is a continuation of English 75 with the emphasis shifted to poetry.

80—The Development of American Literature. Four hours.

English 80 is a reading course in the development of American literature to 1870.

110—Great American Writers. Four quarter hours.

This course includes a somewhat intensive study of the more important works of American writers, especially since 1870.

115, a, b, c—Public Speaking. One hour per quarter.

This course considers the organization and presentation of debates, occasional speeches and other formal oral discourses. One hours credit per quarter is allowed until a total of three hours has been earned.

117—Materials of Children's Literature. Four hours.

In this course the student is given an opportunity to read extensively in the greater literature of mythology, legend, history, biography, fiction and poetry as it relates to children's reading and the children's library.

120, a, b, c—Play Production. One hour per quarter.

This is a course for teachers who coach plays in high schools and for

teachers who wish to learn to organize and present plays as a part of their teaching of literature. One hour credit per quarter will be allowed until a total of three hours has been earned.

124—Shakespeare. Four hours.

This course includes the reading and study of six plays in class and the reading of as many more by each member of the class. By means of both extensive and intensive reading, the course gives the student some comprehension of the meaning of Shakespeare through a study of the principal Shakespearean plays.

125—The Romantic Poets. Four hours.

An intensive study of the chief works of the greater romantic poets from 1789 to 1832.

126—The Victorian Poets. Four hours.

An intensive study of the major Victorian poets.

127—The English Novel. Four hours.

Reading in the development of the English novel from Henry Fielding to the present time.

138 a, b, c—Advanced Composition. One hour per quarter.

This course is especially adapted for those wishing to do creative or journalistic writing and for those who wish to develop skill in gathering material and organizing long expository themes. One hour credit per quarter will be allowed until a total of three hours has been earned.

141—The Teaching of Junior and Senior High School English. Four hours.

This course attempts to analyze the various problems that arise in the teaching of English in the high school.

148—The Bible as Literature. Two hours.

A study of the poetry, drama, history, and letters of the Bible with special reference to their literary form as an aid in interpretation.

180—Contemporary Poetry. Four hours.

This is a reading course in British and American poetry since 1900, with emphasis on the cultivation of a love of poetry.

DEPARTMENT OF FOREIGN LANGUAGE

Dr. Shands

Miss Tribble

Miss Bishop

NON-TRANSLATION COURSES

111—History and Science of Language. Four hours.

The aim of this course is to acquaint students with the groupings of world languages and with the most clearly worked out scheme of inter-relations between the Indo-European languages. The nature of language as a changing body of usage, the facts and conditions that determine the directions and rates

of change, and the contributions of other languages to the development of our contemporary English are emphasized.

142-(143)-(144)—World Literature. Four hours each quarter.

The aim of this course is, through reading and discussion of literary masterpieces in translation, to give the students an idea of the development of world thought from ancient times and of its influence on contemporary life. The work of the first quarter is mainly in Greek, Roman and medieval literature; that of the second quarter in literature from the Renaissance to the French Revolution; and that of the third quarter deals with the principal trends of the literature of Europe since the French Revolution.

121—The Teaching of Foreign Languages. Four hours.

The aim of this course is to acquaint students who intend to teach foreign languages with the results of recent investigations along this line. Objectives, contents of courses, methods of instruction, tests, etc., will be studied and evaluated. This course will be correlated with actual teaching practice in the Demonstration School.

GERMAN

35-(36)-(37)—First Year German. Four hours each quarter.

The aim of this course is to acquaint the students with the rudiments of the German language, with the emphasis primarily on fitting them to read it understandingly.

85-(86)-(87)—Second Year German. Four hours each quarter.

The aim of this course is to continue the work of the first year, with a gradually increasing emphasis on the active phases of conversation and composition. About five hundred pages of nineteenth century prose will be read.

FRENCH

25-(26)-(27)—First Year French. Four hours each quarter.

The aim of this course is to acquaint the students with the rudiments of the French language, with the emphasis primarily on fitting them to read it understandingly. The teacher will strive incidentally to inspire a love of French culture and civilization.

75-(76)-(77)—Second Year French. Four hours each quarter.

The aim of this course is to continue the work of the first year with a gradually increasing emphasis on the active phases of conversation and composition. About five hundred pages of nineteenth century prose will be read.

145-(146)-(147)—Third Year French. Four hours each quarter.

The aim of this course is to fit students who have taken first and second years of French to teach it in the high schools of the state. The work will be divided into three parts: (a) review of grammar and composition; (b) survey of the field of French literature; (c) reading of the most outstanding masterpieces of the several periods of French literature.

165—Fourth Year French. Four hours.

An intensive course in reading and reports dealing with the Classic Period of French literature.

166—Scientific Study of French Pronunciation. Four hours.

The phonetics of the French Language. A course for teachers.

MUSIC**Miss Poe****Mr. Marsh****Miss Reeve****Miss Druckenmiller****Mr. Keller**

The Department of Music was organized for a four-fold purpose:

(1) To combine musical and literary studies as a broad basis for regular college work; (2) to use the art of music as a means of intellectual, aesthetic, and moral culture; ((3) to furnish instruction to special and general students; (4) to train teachers and supervisors of Music.

Curricula:

1. Curriculum in Piano.
2. Curriculum in Violin or Violoncello. Students scheduling this curriculum are required to take two years of work in piano.
3. Curriculum in Voice, which includes particular emphasis in foreign languages. Students scheduling this curriculum are required to take two years in piano.
4. Curriculum in Music Education (School Music), which prepares students to teach in the elementary and high schools.

Students desiring to major in music should register for the Bachelor of Music degree with piano, voice, violin, or violoncello as a major or for the Bachelor of Science degree with music education as a major. However, any student of the College who is not registered for a music degree may pursue such courses in the Department of Music as he wishes by paying the required fee.

Music majors who have taken music courses under private instruction or in such a way as not to receive credit may be excused from required courses in the music curriculum on the basis of tests of proficiency.

Applied Music

25-26-27 (a) (b)—Freshman Piano (1 or 3 hrs. each qr.); 55-56-57—(a) (b)—Sophomore Piano (1 or 3 hrs. each qr.); 105-106-107 (a) (b)—Junior Piano (1 or 4 hrs. each qr.); 155-156-157 (a) (b)—Senior Piano (1 or 4 hrs. each qr.).

31-32-33 (a) (b)—Freshman Violin (1 or 3 hrs. each qr.); 61-

62-63 (a) (b)—Sophomore Violin (1 or 3 hrs. each qr.); 111-112-113 (a) (b)—Junior Violin (1 or 4 hrs. each qr.); 161-162-163 (a) (b)—Senior Violin (1 or 4 hrs. each qr.).

22-23-24 (a) (b)—Freshman Violoncello (1 or 3 hrs. each qr.); 52-53-54 (a) (b)—Sophomore Violoncello (1 or 3 hrs. each qr.); 102-103-104 (a) (b)—Junior Violoncello (1 or 4 hrs. each qr.); 152-153-154 (a) (b)—Senior Violoncello (1 or 4 hrs. each qr.).

28-29-30 (a) (b)—Freshman Voice (1 or 2 hrs. each qr.); 58-59-60 (a) (b)—Sophomore Voice (1 or 2 hrs. each qr.); 158-159-160 (a) (b)—Junior Voice (1 or 4 hrs. each qr.); 108-109-110 (a) (b)—Senior Voice (1 or 4 hrs. each qr.).

Theoretical and Historical

34-35-36—**Harmony.** Three hours each quarter.

Elementary harmony beginning with scales, intervals, triads and their inversions; cadences the dominant seventh chords and their inversions; secondary chords and inversions; dominant ninth and its inversions; diminished sevenths and their inversions; modulation, etc. Approximately one-third of the time is given to keyboard harmony.

Text: Harmony—Chadwick.

64-65-66—**Advanced Harmony.** Three hours each quarter.

Review of Harmony 34, 35, 36. Secondary seventh chords and their inversions; mixed chords and their inversions; altered chords; non-harmonic tones, etc. Approximately one-third of the time is given to keyboard harmony.

Prerequisite: 34-35-36.

Text: Harmony—Chadwick.

114-115-116—**Form and Analysis.** Two hours each quarter.

Harmonic and formal analysis of the forms of polyphonic and harmonic structures and innovations in the works of composers of the modern school are also analyzed.

Text: Harmonic Analysis—Cutter. Theory—Elson.

Prerequisite: 64, 65, 66.

117-118-119 — **Elementary Counterpoint.** Two hours each quarter.

Counterpoint in two, three, four and five parts. Harmonization and supplying additional voices to chorals and other melodies used as Canti Fermi.

Text: Strict Counterpoint—Andersen.

Prerequisite: 64-65-66.

164-165-166—**Composition.** Two hours each quarter.

Composition in the smaller forms up to and including the sonatina form. Students in this course are expected to present at student recitals such of their compositions as the teacher may select.

Prerequisite: 114-115-116.

167-168-169—**Orchestration.** Two hours each quarter.

A study of the individual characteristics of the various instruments com-

prising the modern orchestra, and of the orchestra as a whole. The arrangement for the orchestra of original and standard compositions.

Prerequisite: 117-118-119.

197-198-199—**Advanced Counterpoint.** Two hours each quarter.

Applied counterpoint; imitation; canon; invention; invertible counterpoint; Fugue.

Prerequisite: Music 117-118-119.

200-201-202—**Advanced Composition.** Two hours each quarter.

The Sonata-Allegro form; Art songs; part songs and anthems.

Prerequisite: Music 164-165-166.

203-204-205—**Advanced Orchestration.** Two hours each quarter.

Prerequisite: Music 167-168-169.

37-38-39—**Sight Singing and Ear Training.** Two hours each quarter.

Drill in scales and intervals. Rhythmic problems. Dictation of simple melodies and chords.

67-68-69—**Advanced Sight Singing and Ear Training.** Two hours each quarter.

Complicated rhythms, chromatic scales, reading in different clefs. Dictation of exercises in rhythm and intonation.

Prerequisite: Sight Singing 37-38-39.

History of Music

43-44-45—**Appreciation of Music.** Two hours each quarter.

A cultural course in the appreciation of music. The object of the course is the attainment of appreciative listening and individual understanding of a composer's musical message. No previous musical training required.

73-74-75—**History of Music.** Two hours each quarter.

Music of primitive nations. The musical instruments of the Bible. Music of the early Christian Church. Rise and development of liturgy. Notation. Music and the Renaissance. The Polyphonic Age. The rise of opera and oratorio. The periods of Bach and Handel, Haydn and Mozart. The advent of Beethoven. The rise of virtuosity and romanticism. Wagner and the new operatic tendencies. American musical development.

Prerequisite: Music 43, 44, 45.

206-207-208—**Advanced History of Music.** Two hours each quarter.

A seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

Prerequisite: Music 73-74-75.

Ensemble

123-124-125—**Ensemble.** Two hours each quarter.

A study of the classics arranged for two, three, four and eight hands. Original two piano composition by Schumann, Grieg, Saint-Saens, and Debussy. Transposition.

173-174-175—**Advanced Ensemble.** Two hours each quarter.

A study of Trios by Schubert, Beethoven, etc., and Sonatas for Violin and Piano by Bach, Grieg, Brahms, and Caesar Franck. Accompanying.

Prerequisite: Music 123, 124, 125.

Music Education (School Music)

70-71-72—**School Music Methods.** Two hours each quarter.

Musical interest of young children. Nature of the child voice. Method of developing the child voice. Definite ear-training, growing out of experience in rhythmic play and rote singing. First experience with the score, with projects in creation and performance. Beginning part singing. The foundation of musical appreciation (a survey of literature which meets the emotional needs of pupils of each grade will be made). Music textbooks. Tests and Measurements. Appreciation.

Prerequisite: Music 34-35-36 and Music 37-38-39.

95—**School Music Fundamentals.** Four hours.

This course requires no prerequisite and is open to students of any class. Especially valuable to the grade teacher. It deals with the fundamentals of music as major and minor scales, chromatic scales, time values, etc. Rote singing and appreciation of music through use of the victrola form an interesting part of this course.

96—**Advanced School Music Fundamentals.** Four hours.

This course carries on the fundamentals of music as intervals, etc. Part singing is introduced, common use of songs and song presentation.

Prerequisite: Music 95.

120-121-122—**School Music Methods.** Two hours each qr.

A study of program building and curriculum building. A discussion of problems of the changing voice. Choral material suitable for junior high school boys and girls; for senior high school boys' and girls' glee clubs; for cappella choirs. The technique of conducting. The presentation from a listener's standpoint of a graded course in music literature.

Prerequisite: Music 70-71-72.

126-127-128—**Conducting.** Two hours each quarter.

The fundamentals of chorus and orchestral conducting are studied, accompanied by much individual practice in conducting material appropriate for the junior and senior high schools.

170—**Instrumental Class (Strings).** Two hours.

A class in stringed instruments. Practical instruction in the methods of playing the various stringed instruments. Holding the instrument, the bow, the hand, position, etc. For supervisors only. Students must play the various instruments. This is not a theoretical course.

171-172—Instrumental Class (Winds). Two hours each quarter, Winter; Spring.

A class in wind instruments. Practical instruction in the method of producing tones on the various wind instruments; methods for beginning the various scales. For supervisors only. Students must play the instruments. This is not a theoretical course.

176—Diction Class. Two hours. Fall.

The correct use and pronunciation of English, Italian, French and German as applied to the vocal art.

Prerequisite: Junior Voice.

177—Vocal Analysis. Two hours. Winter.

Through analysis does the pupil arrive at true artistry. An understanding of the foundations of voice culture, namely: correct breathing, steady controlled tones, vowel forms, consonants, and poise are the stepping stones to an artistic performance that includes musicianship, agility, phrasing and expression. Analysis and treatment of vocal defects is based on a scientific anatomical knowledge.

178—Vocal Repertory. Two hours. Spring.

The Vocal Repertory is based upon the idea of what repertory really means—a knowledge of the musical literature of different periods of song composition. The periods to be covered are the classic, romantic and modern. The work of the classes will also embrace the development of the art song from the folk song and those of the Renaissance period together with the style which these several cycles demand of the singer, and its adjustments to the individual gifts and personality of each.

179-180-181—Normal Voice Methods. Two hours each quarter.

This course is for the training of teachers, and includes the following: management and organization of classes, correct placement of the voice, voice classification; new methods of teaching technique; selection of materials for teaching.

182-183-184—Normal Piano Methods. Two hours each quarter.

The first quarter of the course is devoted to the study of methods of teaching in the lower and upper elementary schools. This includes methods of presentation, drill, and performance and materials of all kinds for such work. The work in the Demonstration School is conducted by the Supervisor in the department and provides opportunity for observation and practice teaching.

185-186-187—Normal Violin Methods. Two hours each quarter.

188-189-190—Lyric Action (Acting in Opera). Two hours each quarter.

Gesture, individual and ensemble; pantomime; operatic roles; stage business and technique; costumes.

191—String Instruments Class Methods. Two hours. Fall.

A class in the playing of violin, viola, 'cello and bass as an introduction to the teaching of these instruments and as demonstration of class teaching.

192—**Woodwind Instruments Class Methods.** Two hours. Winter.

A class in Woodwind instruments is conducted as an introduction to the teaching of Woodwind instruments and as demonstration of class teaching of these instruments. The instruments taught include clarinet, oboe, flute and bassoon.

193—**Brass Instruments Class Methods.** Two hours. Spring.

A class in brass instruments is conducted as an introduction to the teaching of brass instruments and as demonstration of class teaching of these instruments. The instruments taught include: trumpet, melophone, French horn, trombone, baritone and tuba.

194-195-196—Two hours each quarter. Advanced Conducting and Study of Band and Orchestral Materials.

Score reading and conducting. Orchestral and band technique, interpretation, repertoire, rehearsal and performances. Building and training the student orchestra and band.

Practical Music

20¹, 20², 20³—**Choral Music.** One hour each quarter.

No credit will be given unless student is a member of the chorus three consecutive quarters.

50¹, 50², 50³—**Choral Music.** One hour each quarter.

Prerequisite: Music 20¹, 20², 20³.

100¹, 100², 100³—**Choral Music.** One hour each quarter.

Prerequisite: Music 50¹, 50², 50³.

150¹, 150², 150³—**Choral Music.** One hour each quarter.

Prerequisite: Music 100¹, 100², 100³.

21¹, 21², 21³—**Orchestral Music.** One hour each quarter.

No credit will be given unless a student is a member of the orchestra three consecutive quarters.

51¹, 51², 51³—**Orchestral Music.** One hour each quarter.

Prerequisite: Music 21¹, 21², 21³.

101¹, 101², 101³—**Orchestral Music.** One hour each quarter.

Prerequisite: Music 51¹, 51², 51³.

151¹, 151², 151³—**Orchestral Music.** One hour each quarter.

Prerequisite: Music 101¹, 101², 101³.

22¹, 22², 22³—**Band Music.** One hour each quarter.

No credit will be given unless a student is a member of the band three consecutive quarters.

52¹, 52², 52³—**Band Music.** One hour each quarter.

Prerequisite: Music 22¹, 22², 22³.

102¹, 102², 102³—**Band Music.** One hour each quarter.

Prerequisite: Music 52¹, 52², 52³.

152¹, 152², 152³—**Band Music.** One hour each quarter.

Prerequisite: Music 102¹, 102², 102³.

NATURAL SCIENCES AND MATHEMATICS

Science 22, 23 and 24 are usually required of students. Students presenting a high school unit in biology and making superior scores on biology in the placement tests for entering freshmen, however, may be excused from Science 22; those presenting a high school unit in physics and making superior scores on physics in the placement tests may be excused from 23; those presenting a unit in chemistry and making superior scores on chemistry on the placement test may be excused from 24. With the consent of the head of the Department of Science and the Dean, a student may substitute a year introductory course in science for the survey course (22, 23, 24). Majors exempted from all or part of the survey course do not, by accepting such exemption, decrease the total number of hours to be earned in the field.

No laboratory fees are charged for science courses at State Teachers College.

All students majoring in mathematics must have had plane geometry. Mathematics majors are required to take Mathematics 20 or 31 unless they present two entrance units in algebra and make a superior score on the placement test in mathematics, in which case they substitute a more advanced mathematics course.

Mathematics majors should take Science 80, 81, 82 and Industrial Arts 87.

The requirements for major groups in the field are as follows:

For Major Group IV. Mathematics 32, 35, 75, 76, 175, 176, 178, 131, and eight elective hours in mathematics. Natural Science 22, 23, 24; Chemistry 25, 26; Biology 37, 38; Physics 80, 81; Chemistry 27 or Biology 39; twelve additional elective hours in chemistry or biology; Science 145.

For Major Group V: Mathematics same as Group IV. Physics 80, 81, 82, Chemistry 25, 26, 27, 130, 131, 132, and Science 145.

75, 76, 77 may be substituted for 130, 131, 132 with the consent of the head of the department.

For Major Group VI: Mathematics same as Group IV. Biology 37, 38, 39, 142, 143, 144; Health 129; elective twelve hours from Science 122, 123, 124, 140; Health 136, 167; Science 145.

For Major Group VII: Natural Science 22, 23, 24; Physics 80, 81, 82; Chemistry 25, 26, 27, 75, 76; Biology 37, 38, 39, 142, 143, 144; Science 145; Mathematics 32 (College Algebra); Elective in chemistry or biology twelve hours. Students offering less than two units of algebra for entrance must also take Mathematics 31.

For Major Group IX: Minimum in either natural science or mathematics as indicated in any group above. Thirty-six hours in chemistry may be offered as a major in this group.

Students who choose mathematics as a major or minor and who have had plane trigonometry in high school and who have fifteen entrance units without counting this course, are advised not to take entrance credit for it, but to take Mathematics 35 in the same manner as those who have not had plane trigonometry.

DEPARTMENT OF MATHEMATICS

Mr. Dearman

20—Orientation.

This course is a survey of the field of elementary mathematics. In it an attempt will be made to show the historical development of the subject in ancient times, to show how new mathematical processes have been invented in modern times in answer to definite needs, and to give clear ideas of the meanings and uses of mathematics in modern life.

31—College Algebra. Four hours.

A first course in college algebra.

32—College Algebra. Four hours.

A second course in college algebra and continuation of 31.

35—Plane Trigonometry. Four hours.

36—Spherical Trigonometry. Four hours. Offered odd years.

Prerequisite: Mathematics 35.

60—Mathematics of Finance. Four hours.

Prerequisite: A knowledge of geometric progressions and logarithms. This course treats of the mathematical principles of such things as building and loan associations, sinking funds, bonds, investments, life insurance, installment buying, and the amortization of debts.

75—(Formerly 127)—Analytic Geometry. Four hours.

Prerequisite: Mathematics 35.

76—(Formerly 128)—Analytic Geometry. Four hours.

Prerequisite: Mathematics 75. This is a continuation of 75.

138—The History of Mathematics. Four hours.**131—The Teaching of High School Mathematics.** Four hours

This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

175—Differential Calculus. Four hours.

Prerequisite: Mathematics 75.

176—Integral Calculus. Four hours.

Prerequisite: Mathematics 175. This is a continuation of 175.

178—College Geometry. Four hours.

This course is a study of the geometry of the triangle and the circle. It is excellent for one who expects to teach plane geometry.

DEPARTMENTT OF SCIENCE

Mr. Austin, Dr. Walker, Mr. Frazier

22—Survey of Biological Sciences. Four hours.

This course is an introductory survey of the biological science. The scientific method and its application to the basic principles of the different phases of biology will be studied. Some time will be given to the history of the growth of biological knowledge.

23—Survey of Physical Sciences. Four hours.

This course is similar to course 22 above except that the physical field is covered.

24—Survey of Chemical Sciences. Four hours.

This course is similar to courses 22 and 23 above except that the chemical field is covered.

Division I.**37—General Biology.** Four hours.

Two theory periods and two double periods for laboratory work each week.

This is an introductory course in biology with vital phenomena of animals.

38—General Biology. Four hours.

Two theory periods and two double periods for laboratory each week.

This is a continuation of Science 37.

39—General Biology. Four hours.

Two theory periods and two double periods for laboratory each week.

In this course the student will deal with plant life.

101—Local Flora. Two hours.

This is a cultural course, planned to give an acquaintance with the common plants of South Mississippi, and their phenomena, to non-resident students interested in plant life. A survey of the local plants, their care, and their uses, will be made. Given by extension only.

122—Botany. Four hours.

One theory period and three double periods for laboratory each week.

In this first quarter of the year's work in botany, the Thallophytes and Bryophytes will be studied intensely.

Type individuals will be closely studied in the laboratory.

Prerequisite: Science 39.

123—Botany. Four hours.

One theory period and three double periods for laboratory each week.

Botany 123 is a continuation of Botany 122. A rather close study will be made of the Pteridophytes and Gymnosperms.

Prerequisite: 122.

124—Botany. Four hours.

One theory period and three double periods for laboratory each week.

This is a continuation of Botany 123. A careful study will be made of the morphology of the Angiosperms and a great deal of time will be spent in the field identifying our common wild flowers.

Requirements same as for 123.

140—Heredity. Four hours.

Four recitation periods per week. Given when demand justifies a class.

The fundamental principles of heredity, such as Mendel's Law, hybrids, sex determination, sex-linked characters, chromosomes, genes, and other factors met with in problems of heredity will be considered.

Prerequisite: Science 37 and 38. A knowledge of Science 39 will be useful in this course.

142—Zoology. Four hours.

Two theory periods and two double periods for laboratory each week.

In this course a rather intensive study is made of the free living and parasitic protozoa. The student is required to prepare permanent mounts of protozoa for microscopical study. A survey of the lower phyla of animals through the Mollusca is given.

Prerequisite: Science 37, 38, and preferably 39.

143—Zoology. Four hours.

Two theory periods and two double periods for laboratory each week.

Science 143 is a continuation of Science 142. It includes a study of the Arthropods and lower Chordates.

Prerequisite: Science 142.

144—Zoology. Four hours.

Two theory periods and two double periods for laboratory each week.

This course includes a study of the higher vertebrates. The laboratory work will be chiefly devoted to a study of the dogfish and the cat.

Prerequisite: Science 37 and 38.

147 (Formerly 36)—Elementary Science—Nature Study. Four hours.

Two theory periods and two double periods for laboratory work each week.

This is a study of plant and animal life and it is intended to acquaint the prospective teacher with knowledge of those things that are a part of the environment of every child—such as trees, flowering plants, seed, spore bearers, insects, and animals—and to give general directions as to material and methods to be used. This course is especially planned to meet the needs of elementary teachers.

172—Bacteriology. Four hours.

A general course dealing with fundamentals of bacteriology. The morphological and cultural characteristics of some of the forms will be studied.

Returnable deposit: Two dollars and fifty cents.

Prerequisite: Science 37 and 38.

Division II.**25—Inorganic Chemistry.** Four hours.

Three theory periods and one double period for laboratory each week.

A course in general inorganic chemistry. This course is intended to provide instruction in the fundamental principles of the science of chemistry through a comparative study of the more common chemical elements and compounds together with the fundamental laws and theories concerning their combinations.

Returnable deposit: Two dollars and fifty cents.

26—Inorganic Chemistry. Four hours.

This is a continuation of Course 25. It completes the study of the non-metals, the alkali-earth metals, valence, ionization, etc.

Returnable deposit: Two dollars and fifty cents.

27—Inorganic Chemistry. Four hours.

Three theory periods and one double period for laboratory each week.

This is a continuation of Course 26, including a further study of the metals as applied in commercial uses. Visits to commercial industries.

Prerequisite: Science 26.

Returnable deposit: Two dollars and fifty cents.

75—Analytical Chemistry—Qualitative Analysis. Four hours.

One theory period and three double periods for laboratory work each week.

Reactions, methods of separation, and identification of the common metals and acids.

Prerequisite: Science 27.

Returnable deposit: Two dollars and fifty cents.

76—Analytical Chemistry—Qualitative Analysis, six wks.: Quantitative Analysis Gravimetric, six wks. Four hours.

One theory period and three double periods for laboratory work each week.

This is a continuation of Course 75.

Prerequisite: Science 75.

77—Analytical Chemistry—Quantitative Analysis. Four hours. Gravimetric, three weeks, Volumetric, nine weeks.

One theory period and three double periods for laboratory work each week.

A continuation of Course 76.

Prerequisite: 75, 76.

92—Organic Chemistry. Four hours.

Two theory and two double periods per week.

This course is organic chemistry for home economics students.

Prerequisite: Chemistry 27.

Returnable deposit: Two dollars and fifty cents.

130—Organic Chemistry. Four hours.

Two theory periods and two double periods per week for laboratory work.

Prerequisite: Courses 25, 26, 27.

Courses 130, 131, and 132 consist of a study of the fundamental types of organic compounds, their nomenclature, classification, reaction, relationships and general application. The purpose of this course is to furnish comprehensive knowledge of the carbon compounds.

Returnable deposit: Two dollars and fifty cents.

131—Organic Chemistry. Four hours.

Two theory periods and two double periods for laboratory work each week.

Prerequisite: Course 130.

This is a continuation of Course 130 and uses the same text.

Returnable deposit: Two dollars and fifty cents.

132—Organic Chemistry. Four hours.

Two theory periods and two double periods for laboratory work each week.

Prerequisite: Chemistry 131.

This is a continuation of Courses 130 and 131 and uses the same text. Intensive course in summer if requested.

Returnable deposit: Two dollars and fifty cents.

136—Food Chemistry. Four hours.

Required for all Home Economics majors.

Prerequisite: 25, 26, 27, 92.

Returnable deposit: Two dollars and fifty cents.

80—General Physics. Four hours.

Two theory periods and two double periods for laboratory each week.

A study of physical laws and principles and their application to practical uses. Emphasis is made upon applications to those principles which bear directly upon everyday problems. This course covers a study of mechanics, gases and liquids.

Returnable deposit: Two dollars and fifty cents.

81—General Physics. Four hours.

Two theory periods and two double periods for laboratory each week.

Prerequisite: Physics 80.

Returnable deposit: Two dollars and fifty cents.

82—General Physics. Four hours.

Two theory periods and two double periods for laboratory each week.

This course is a continuation of course 81 and covers the principles of heat and light, radio activity, and the simple principles of the radio.

Prerequisite: Science 81.

Returnable deposit: Two dollars and fifty cents.

137—Household Physics. Four hours.

Three theory periods and one double period each week.

A course in physics especially designed for students of home economics.

Returnable deposit: Two dollars and fifty cents.

145—The Technique of Teaching Science. Four hours.

This course will be of immediate value in giving teachers the technique of handling science classes, and gives them practical aids to actual classroom instruction.

Prerequisite: Science 22, 23, 24 and a full year of some of the science group or its equivalent and Education 113.

PRACTICAL AND FINE ARTS

All students are required to take Library Science 29.

Arts 25, 26, 75, 77, 89, 125, and 140 are especially recommended for students of fine arts. Art majors take 28 hours in fine arts and eight hours in Home Economics 104-105.

Students working under the elementary curricula take Industrial Arts 20 and Fine Arts 25 and 89.

Students working under the high school curriculum, Group XII (Home Economics), take the following courses:

Freshman

Education 20 and 21.....	4 hours
Library Science 29	1
English composition and grammar.....	12 or 8
Science, 37, 38 (Biology)	8
History, three related courses	12
Fine Arts 25 (Introductory Drawing and Painting).....	4
Home Economics 26 (Textiles and Clothing).....	4
Home Economics 37 (Food Study).....	4
Elective	3 or 0
Total	48

Sophomore

Social Science 55 (Principles of Economics).....	4
Sociology 63 or 75.....	4
Psychology 65 (General Psychology).....	4
Science 25, 26, 27 (Chemistry).....	12
Fine Arts 77 (Advanced Drawing, Color and Design)....	4
Home Economics 50 (Intermediate Textiles and Clothing)	4
Home Economics 85 (Advanced Food Study).....	4
English 75, 76	8
Elective	4
Total.....	48

Junior

Science 92 and 136 (Chemistry).....	8
Science 137 (Household Physics)	4
Psychology 119 (Education Psychology).....	4
Education 121 (Curriculum) or Education 169.....	2 or 4
Education 113 (Principles of High School Teaching)....	4
Fine Arts 140 (Art Appreciation).....	4
Home Economics 104 (Art Related to the Home and Method of Teaching).....	4
Home Economics 105 (House Planning and Furnishing) 4	
Home Economics 135 (Nutrition and Dietetics).....	4
Home Economics 180.....	4
Elective	4 or 6
Total.....	48

Senior

Home Economics 125 (Costume Design).....	4
Home Economics 138 (Child Development).....	4
Home Economics 150 (Children's Clothing).....	4
Health 129 (Physiology)	4
Science 145 (Technique of Science Teaching).....	4
Education 185, 186 (Observation, Participation and Directed Teaching in Home Economics).....	10
Home Economics 196.....	4
Home Economics 197 (Home Management).....	4
Health 133 (First Aid)	2

Health 134 (Home Nursing)	2
Science 172 (Bacteriology)	4
Elective	2
Total	48
Sum total	192

DIVISION OF FINE ARTS

Miss D'Olive

25—Introductory Drawing and Painting. Four hours.

A course in the fundamental principles of drawing and design. Lettering; principles of perspective; light and shade; still life; figure and animal drawing; color theory; landscape; principles of design; consideration given method of teaching same. This course is prerequisite to all other courses in Art except 140, which may be elected without prerequisite.

26—Marionette Construction and Manipulation. Four hours.

Prerequisite: Art 25. Through the making and manipulation of marionettes the student is given further study in design; color; and promotion. Modeling, construction; costume design and painting of stage sets are studied. Study of types of marionettes and their history. Adapted to intermediate grades.

75—Drawing and Painting. Four hours.

Prerequisite: Art 25. This course is designed to give more advanced work in still life, figure and landscape composition. Outdoor sketching. Charcoal, oil, water color.

77—Design. Four hours.

Prerequisite: Art 25. Problems in design in black and white and color, such as textile patterns, pottery, wall hangings, etc., Charcoal, tempera, colored chalk, block print, leather. Required of all Home Economics majors.

89—Poster Making and Blackboard Drawing. Four hours.

Prerequisite: Art 25. A study of lettering and design as applied to poster art. Practice in rapid drawing on the blackboard of landscapes, figures in action, animals, etc. Emphasis on correlation with other school subjects.

125—The Teaching of Art. Four hours.

Prerequisite: Art 25 and 89. This course includes a study of aims, needs and values of art education; standards of attainments; and discussion of courses of study. Group problems are worked out and demonstrated lessons given.

140—Art Appreciation. Four hours.

No prerequisite. An appreciative survey of art with emphasis on the underlying principles of design. Sculpture; architecture; painting; graphic arts; textiles and pottery. Problems in these to help the student gain the point of view of the creative artist.

DEPARTMENT OF HOME ECONOMICS**Miss Fritzsche****Miss Campbell****Miss Kline****Miss Waltz****Miss Stribling**

The courses offered in this department are planned primarily to train teachers of vocational home economics, though home makers and those specializing in demonstration work will find many courses suited to their own particular needs.

For Laboratory Fees, see page 24.

26—Textile and Clothing. Four hours.

Two one-hour recitations and two two-hour laboratory periods a week.

This course gives instruction in the principles of planning, constructing and caring for adequate and appropriate clothing needs of the young girl. A study is also made of cotton and linen.

37—Food Study. Four hours.

This course is organized to meet the need of planning, selecting, preparing and serving of meals for the family group under typical home conditions to secure better management and group satisfaction. Scientific principles involved in cookery are emphasized to interpret procedures used in teaching.

50—Textiles and Clothing. Four hours.

Prerequisite: Home Economics 26.

Two one-hour recitations and two two-hour laboratory periods a week.

This course includes advanced problems in clothing construction, such as those found in strictly tailored garments and afternoon dresses. Silk and woolen garments are constructed by the use and alteration of the commercial patterns, adapted to the individual girl. Remodeling garments is emphasized.

85—Advanced Foods. Four hours.

Prerequisite: Home Economics 37.

A continuation of food study 37 with emphasis on marketing and application and correlation of scientific principles involved. Subject matter and materials are evaluated for use in high school teaching.

104—(Formerly 107-108)—Art Related to the Home and Methods of Teaching. Four hours.

Three one-hour recitations and one two-hour laboratory period a week.

Prerequisite: Fine Arts 25 and 77. An application of the art principles to everyday problems which are found in home life. Special emphasis is placed on the teaching of related art in high school home economic classes.

105—(Formerly 38)—House Planning and Furnishing. Four hours.

Three one-hour recitations and one two-hour laboratory period a week.

Prerequisite: 104. A study of house planning which includes consideration of the home site, architectural style, home ownership, and floor plans, and of house furnishings which includes the application of the art principles of line and color to selection and arrangement. A short unit in reconditioning and re-finishings is also included.

125—Costume Design. Four hours.

Two one-hour recitations and two two-hour laboratory periods a week.

Prerequisite: H. E. 50 and H. E. 104. This course includes the study of history of costume and adaptations of principles thus learned to modern dress. Much attention will be devoted to color harmony and principles of design. Problems of costume design for specific individuals will be worked out.

135—(Formerly 170)—Nutrition and Dietetics. Four hours.

Prerequisite: H. E. 85—Sci. 136.

Two one-hour recitations and two two-hour laboratory periods a week.

Topics studied are: the body's need of food, chemistry of digestion and care of the digestive system, protein, energy, mineral and vitamin requirements of the body during childhood, adolescence, adult life and old age and the simplest ways of meeting these requirements. Nutritional experiments with laboratory animals.

138—Child Development. Four hours.

Open to juniors and seniors.

Prerequisite for home economics majors: Home Economics 135.

Three one-hour recitations and five hours of observation and participation in the nursery school a week.

A study of the development and behavior of pre-school children; the problems involved in training the child for efficient adulthood.

150—Children's Clothing. Four hours.

Two one-hour recitations and two two-hour laboratory periods a week.

Prerequisite: H. E. 125 and 138. This course considers infants and children's clothing from the standpoint of health, self-help, economy and appropriateness.

180—Methods of Teaching Home Economics in Vocational Schools. Four hours.

Prerequisite: Junior standing in home economics. A study of the home-making problems of the high school girl. Objectives of the course are set up; best methods of teaching and the abilities girls should develop are decided on. A short time is given to the study of adult education.

196—Household Economics. Four hours.

Prerequisite: Senior standing.

Problems of home making relating to the wise use of time, energy, money and resources of the home. A study of the productive phases of home making as home gardening, poultry-raising and improvements is included.

197—Practical Home Management. Four hours.

Prerequisite: Home Economics 135 and 196.

The aim of this course is to apply the principles of home-making through actual participation in responsibilities and activities of the home. A desired outcome of this group life is that the student may have acquired habits of efficient home-making and ability to maintain worthy family relationships.

200—Methods of Teaching Adult Home Making Classes. Four hours.

Prerequisite: Home Economics 180.

This course is designed to explain the place of Home Economics in the adult program as outlined by the vocational plan in Mississippi. Special emphasis will be placed on the organization of adult classes and planning units of work. There will be observation and assistance with adult classes.

DIVISION OF INDUSTRIAL ARTS**Mr. C. E. Thomas****20—Handwork for Primary and Intermediate Grades.** Two hours.

A course for teachers of both lower and upper elementary work. It is intended as an aid to the teacher in her preparation to guide the children in all free activities. Cardboard and wood construction, clay modeling, weaving, coping saw work, letter cutting, and basketry will be included. Four laboratory periods each week throughout the quarter. Required for all lower and upper elementary degree students.

31—Woodworking. Four hours.

This is a course for beginners which includes such projects as porch swings, wood boxes, fly traps, screen windows and doors, wheel trays, baby coops, window boxes and simple magazine and book racks. A study of woods and simple finishes will be made. Class talks and demonstrations are given at each stage of the work.

63—Woodworking—Home Conveniences. Four hours.

This course involves tool process and includes the study of joints and the method of fastening woods together. This work is flexible to the extent that the student will be allowed to select his own project with the approval of the instructor. Wood finishes and finishing will be stressed.

87—Mechanical Drawing. Four hours.

Mechanical Drawing is a course designed to cover the fundamentals of the subject. It includes elementary geometrical drawings, practice lettering, free hand working drawings, perceptive sketches, detail working drawing made to scale and practice in the work of tracing.

120—Rural Life. Four hours.

This course is offered for elementary teachers who have not had an opportunity to study agricultural appreciation and other related subjects. It includes some agriculture, also dairying, sanitation, water works, home conveniences, and painting and decorating.

125—Wood Turning and Advanced Finishing. Four hours.

Prerequisite: The ability to use simple tools. This course is arranged for students who have had enough bench work to enable them to prepare their own stock for the lathe. Different types of turning and scroll work will be offered and ample time will be given to finishing and polishing. Students will have access to the wood-working machinery in preparing stock for the course.

127—House Planning. Four hours.

A course arranged for students interested in the planning of homes. The study of houses of various types will be taken up in detail. Each member of the class will be required to make a complete floor plan of a modern home, having all conveniences. The students in this class will also be taught blueprint reading in order that they might understand the meaning of lines, dimension and characters pertaining to plans. Students will have access to mechanical drawing instruments, so that they may be enabled to draw their plans accurately and to scale. Homes in process of construction will be visited by the students of this class.

175—Shop Work. Home Made Playground Equipment.
Four hours.

A course intended for principals of schools and teachers who are interested in better play grounds. The different pieces of equipment are studied and constructed. Special emphasis is given to the arrangement of play ground with regard to the location of the building on the campus.

181—Practical Mechanics. Four hours.

Prerequisite: Some elementary course in Industrial Arts. A sequel to Courses 31 and 63 involving many practical home projects and repairs. It includes the repairing of electrical appliances, also the repair and refinishing of both wood and metal furniture.

DIVISION OF LIBRARY SCIENCE
Miss Roberts

29—How to Use the Library. One hour.

This course is planned to give the students a working knowledge of some of the resources of the library through the study of the printed book, the decimal classifications, the card catalogue and the most important reference work. **Required of all students entering in their freshman year.**

Other courses in Library Science listed in the bulletin of April, 1936, are offered when requested by ten or more students.

PROFESSIONAL STUDIES

Students may not major or minor in the departments of this field. However, students electing either of the elementary curricula should be guided in their choice of electives by the faculty of the departments of education and psychology.

Required courses in the field are as follows:

For Lower Elementary Curriculum: Education 20, Psychology, 65, Education 66, Education 101, Education 103, Education 107, Psychology 116, Education 169 or 162, Education 182.

For Upper Elementary Curriculum: Education 20, Psychology 65, Education 66, Education 101, Education 105, Education 109, Psychology 116, Education 169 or 162, Education 183.

For High School Curriculum: Education 20, Psychology 65, Education 113, Psychology 119, Education 169 or 162, Education 185, 186. Education 155 is strongly recommended for men students.

Students preparing for high school teaching should also take eight hours in methods courses offered in their two major fields.

Students who plan to do observing and practice teaching (Education 182, 183, 185, 186) must notify the Director of Teacher Training two quarters in advance in order that practice teaching schedules may be arranged.

DEPARTMENT OF EDUCATION**Dr. Weathersby, Miss Jones, Mr. Ware, Mr. Freeny****20—Introduction to Education. Two hours.**

An orientation course. Its purpose is two-fold: 1. To introduce the students to the study of education and to prepare him for the specialized courses which are to follow. 2. To help him to decide in what field he would like to work. Required for all degrees.

21—Orientation to College Life. Two hours.

This is a guidance course dealing with such problems as how to study, good citizenship in the college, selection of curricula and courses, etc. It is recommended for all freshmen during their first quarter of residence.

46—Parent-Teacher Association. Two hours.

The progressive movement in education stresses the importance of co-operation and coordination between the school and all social agencies in the community. The Parent-Teacher Association will be studied as a most valuable means of making such contacts.

66—An Integrated Course in Elementary Education. Four hours.

This course consists of the following: a study of the philosophy and psychology on which the progressive school is based; the place of social studies in an integrated program of activities; the teaching of reading, arithmetic, and English, including spelling and writing, in relation to the social studies as the "core" of the new curriculum; observation in the Demonstration School.

101—Arithmetic in the Elementary Grades. Four hours.

This course is designed to show the place and function of arithmetic in the modern elementary curriculum. Attention will be given to a study of the results of experiments made in arithmetic and to the selection and organization of such subject-matter as will apply in an activity program. The uses of tests, both standardized and informal, will be considered.

103—Social Studies in the Primary Grades. Four hours.

This is a course in the study of community life in primary grades. Attention will be given to the selection, evaluation and organization of experiences which are suited to these grades. Each student will be expected to work out in good form one social study "unit." Observations in Demonstration School. Required for lower elementary degree. Prerequisites: Education 20; Psychology 65; Fine Arts 25; Manual Arts 20.

105—(Formerly 75)—Social Studies in the Upper Elementary Grades. Four hours.

Prerequisites: Education 20, Psychology 65, Fine Arts 25, Industrial Arts 20, Geography 33 or 70. This course is a parallel course to Education 103 designed for teachers in the upper elementary grades.

107—Reading and English in the Primary Grades. Four hours.

In this course a study is made of the results of important investigations and psychological research in reading, and of the practical problems of reading

method, materials and instruction, as related to a modern reading program. Observation and discussion of work done in the Demonstration School.

109—(Formerly 90)—The Teaching of Reading and English in the Upper Elementary Grades. Four hours.

A definite correlation of all phases of English, oral and silent reading, reading in content subjects, collection of suitable literature for children, technique of handling creative work, better speech clubs, school papers, and magazines. Regular observations in the Demonstration School.

113—Principles of Teaching in High School. Four hours.

This course considers the aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of materials of instruction, and teaching techniques. The Demonstration School is used for a laboratory in which pupils observe and discuss the actual working out of the principles discussed in the course.

136—Guidance in the Secondary School. Four hours.

A study in the distributive and adjustive phases of vocational, recreational, health and social-civic guidance in the secondary school.

155—Organization and Administration of Rural and Village Schools. Four hours.

This course includes discussion of organization and management, consolidation, transportation, supervision, care of buildings and grounds, health work, the school and the community. Special attention is given to Mississippi laws relating to consolidated schools.

162—Curriculum Construction. Two hours.

This course considers the nature of the curriculum as determined by actual human needs, purposes and interest of children; appraises courses of study recently prepared; and involves a study of Mississippi program for improvement of instruction.

163—Laboratory Problems in Curriculum Construction. Two hours.

This course is a continuation of Education 162, in which practical problems of curriculum construction are studied through discussion, research, and experimentation.

169—Tests and Measurements. Four hours.

This course includes a study of certain typical standardized intelligence results, the organization and the use of informal objective tests, diagnosis and remedial measures.

175—Supervision of Instruction in the Elementary Grades. Four hours.

This course is designed to meet the needs of those who expect to be elementary supervisors or elementary principals. The course includes a study of the nature and principles of supervision, problems of constructing the course of study, improvement of teachers in service, use of educational tests and measurements.

182—Observation, Participation, and Directed Teaching for Lower Elementary Grades. Ten hours.

Prerequisite: Education 20, 46, 101, 103, 107; Psychology 116. Students should arrange for this course at least two quarters before they wish to take it, and should adjust their schedule so as to have two consecutive hours each day for work in the Demonstration School.

183—Observation, Participation, and Directed Teaching for Upper Elementary Grades. Ten hours.

Prerequisite: Education 20, 66, 101, 105, 109; Psychology 116. Same requirements as for 182.

185—Observation, Participation, and Directed Teaching in High Schools. Five hours.

Prerequisite: The completion of 120 hours of college work, including Education 20 and 113, Psychology 119, and a methods course in the field in which the student wishes to teach.

186—Observation, Participation, and Directed Teaching in High Schools. Five hours.

This is a combination of Course 185, which is a prerequisite.

190—Problems in the Technique of Teaching. Eight hours.

This is an advanced course for the study of problems involved in the technique of teaching, using the Demonstration School as a laboratory for experimentation. The course is open to only those who have completed one of the practice teaching courses, Education 182, 183, or 186. Half of the course may be taken for a credit of four hours.

DEPARTMENT OF PSYCHOLOGY

Dr. Peterson, Mr. Freeny

65—(Formerly 25)—Elementary Psychology. Four hours.

Prerequisite: Sophomore standing. A course in which the customary topics of adult human psychology are studied. Readings and discussions will be supplemented by class demonstrations and some individual experiments. **A core requirement for all degrees.**

116—(Formerly 85)—Child Psychology. Four hours.

Prerequisite: Psychology 65. A course which studies genetically the child's various capacities and tendencies from their innate beginning up to their complicated manifestations in late childhood.

119—Educational Psychology for High School Teachers. Four hours.

Prerequisite: Psychology 65. This course covers the general principles of psychology as applied to the education of high school pupils. Important aspects of adolescent psychology are therefore incorporated with the important considerations of educational psychology.

157—Individual Mental Testing. Four hours.

Prerequisite: Junior standing and two previous courses in psychology. This course is designed to give the teacher a thorough acquaintance with the nature and application of the Stanford Revision of the Binet-Simon Measuring Scale of Intelligence and especially with the interpretation of the results secured.

188—Experimental Educational Psychology. Four hours.

Prerequisite: Psychology 65 and average grades of B or better. The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations. To this end he first examines a few typical and significant studies. Next, he collaborates with others in working out some elementary problem largely selected and outlined by the instructor. Finally, he attacks a problem of his own choosing.

SOCIAL STUDIES

For lower Elementary Curriculum twelve hours in social studies are required. History 29 or 109 is required. Suggested courses include Geography 33, 43, 110, 138, 139, 176; Economics 55; Political Science 25, 105; Sociology 63, 75, 112, 176; and courses in ancient, medieval, modern and American history.

Students may major in social science by electing thirty six hours in the department including Economics 55, 129, and 133; Political Science, four quarter hours chosen from the following, 25, 45, 130, 135; Sociology 63 or 75, 112 and 176; choose eight quarter hours from field of economics or sociology, or four hours from each.

Students may major in history by electing thirty-six hours in the department.

Students may major in geography by electing thirty-six hours in the department, including 33, 110, 138, 139, 131, 145, 147.

Lower elementary curriculum students may minor in any of the departments of the field of Social Studies. Geography minors should take 33, 110, 138 and four hours elective from the major list. Social Science minors, elect from 25, 33, 55, 63, 75, 129, 135, 175.

For Upper Elementary Curriculum the required courses include Geography 33 and 110 and twelve hours in history and social science, including History 29 or 109.

Recommended courses are the same as for the lower elementary degree.

Students may major in social science, geography, or history for the upper elementary curriculum. They may minor in any of the departments of the field. Suggested courses are the same as those for the lower elementary curriculum.

For Major Group II students take Geography 33, also 110 or 138; thirty-two hours in history, including History 177, 125, medieval, Mississippi and American history; Economics 55, and Political Science 25, or 45.

For Major Group III students should take Geography 33, also 110 or 138; forty hours in history, including 125, and Social Science 25 or 45, 33, 55, 63, 130 or 135, 175. Electives may be chosen from the three departments of the field to complete eighty hours in the group.

For Major Group IX students must meet, as a minimum, the requirements of the field in Group II, or the requirements in Commerce in Group XIII or Group XIV.

For Major Group XIII students should take Commerce 25, 26, 32, 33, 34, 35, 36, 65, 115, 116, 117, 125, and 150; History 61, 62, 63, 109, 125, 174, 176, and 177; Geography 138 and 145; Social Science 55, 63, 130 or 135, and 129 or 133.

For Major Group XIV students should take Commerce 33, 34, 35, 65, 115, 125, and 130, and either accounting studies 116, 117, and 170, or secretarial studies 25, 26, 32, 36, and 150; Geography 138 or 145; Social Science 55, 63, 129 or 133, and 130 or 135; Mathematics 60, and electives in social studies, 4 or 8 hours.

Commercial majors with previous commercial training may be exempted from courses in commerce on the basis of tests of proficiency.

A fee of four dollars per course is charged in the Division of Commerce.

DIVISION OF COMMERCE

Mr. Rogers

Mr. Vann

25, 26—Shorthand. Eight quarter hours.

These two courses cover the Gregg Shorthand Manual and Speed Studies.

32—Shorthand. Four quarter hours.

Prerequisite: Commerce 25, 26. This course is devoted to increasing speed and transcription ability. The aim is to develop proficiency as a stenographer.

35—Elementary Typewriting. Four quarter hours.

This course deals with the fundamentals of learning to type. The aim of this course is to develop the ability to operate and care for the machine.

36—Advanced Typewriting. Four quarter hours.

Prerequisite: Commerce 35. Emphasis is placed on the problems of the typist in a business office and on the acquiring of knowledge and technique that will lead to superior ability.

33—Elementary Accounting. Four quarter hours.

This course deals with the application of accounting principles, giving special attention to single proprietorship. It includes the use of special journals, cash books, ledgers, trial balances, and work sheets.

34—Elementary Accounting. Four quarter hours.

Prerequisite: Commerce 33. This course deals with the application of accounting principles to partnerships. It includes the preparation of balance sheets, profit and loss statements, controlling accounts, subsidiary ledgers, deferred charges, and accruals.

65—Corporation Accounting. Four quarter hours.

Prerequisite: Commerce 33 and 34. This course deals with the application of accounting principles to incorporated business. It includes manufacturing accounts, consignments, installment sales, comparative reports, corporation organization, capital stock, manufacturing cost, bond issues, sinking funds, sinking fund reserve, amortization, depreciation reserve, consolidated balance sheets, and consolidated profit and loss statements. During the course practice sets will be used. The course furnishes a general foundation for the study of more highly specialized phases of accounting.

116—Auditing. Four quarter hours.

Prerequisites: Commerce 33, 34, 65. This course deals with the interpretation of records. Emphasis is given to the balance sheet form of audit.

117—Cost Accounting. Four quarter hours.

Prerequisite: Commerce 33, 34 and 65. This is a course in the theory and practice of cost accounting. It includes accounting for materials, labor and burden, prime cost, direct cost, and administrative cost. Cost management through cost accounting is clearly illustrated by laboratory problems and class discussions.

115—Business Law. Four quarter hours.

This course is designed to give the student a comprehensive knowledge of fundamental legal principles as they apply to business. Contracts, agencies, negotiable instruments, and other important aspects of law are covered.

125—Methods of Teaching Commercial Subjects. Four quarter hours.

The purpose of this course is to make instruction in commercial subjects more practical. The work will be helpful to experienced as well as inexperienced teachers. Model courses of study for all commercial subjects serve as a basis for consideration.

130—Salesmanship and Advertising. Four quarter hours.

This course, dealing with the fundamentals of selling and advertising, is enlivened by interesting projects worked out in class and applied to their re-

spective fields. The importance of salesmanship in every field is illustrated by use of the case method.

150—Office Practice. Four quarter hours.

Office Practice is a summary course coordinating all previous business training and showing practical applications through the use of problems that arise in office. The use in physical equipment is demonstrated. The students are given supervised training in actual business offices.

170—Business Administration. Four quarter hours.

This course is designed to give an insight into modern business management and methods resulting in acquisition of managerial ability. It provides for studying the fundamentals and procedures of managerial policy and technique which may be put to use by business executives. It includes a study of market research and analysis, advertising methods, sales promotion, determination and control of marketing costs, retailing, consolidations and mergers, corporate financing, production management, purchasing and statistics, office layout and management, and personnel management.

DEPARTMENT OF GEOGRAPHY

Miss Bolton

33—Principles of Geography. Four hours.

Required of upper elementary certificates and degrees. Study of the relations between natural environment and human life in the various regions of the earth. Emphasis on climate. Basis for all further geography study.

43—(Formerly 83)—Geography of Selected Countries. Four hours.

A brief survey of the economic geography of important countries, their products and trade relations. Special emphasis on the United States.

88—(Formerly 55)—Geography of South America, Mexico and the Caribbean Countries. Four hours.

A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects.

110—(Formerly 70)—Geography of United States and Canada. Four hours.

130—Physical and Economic Geography. Four hours.

A study of human adjustment to natural environment. This study includes the modern idea of social, political, and economic adjustment, or non-adjustment, to environment, or human ecology. Students may substitute this course for Geography 33.

131—(Formerly 111)—Geology and Geography of Mississippi. Two hours.

135—Principles of Human Geography. Four hours.

Prerequisite: Junior or Senior standing.

Not open to students who have had Geography both 33 and 130.

The purpose of this course is to give a clear understanding of the great principles of geography in its human aspects. It is a study of the relation of geographical environment to human activities. Illustrations are drawn from different countries and civilizations to show man's dependence on minerals, water bodies, land forms, vegetation and climate. Great stress is placed on climate as a factor in civilization and the practical economy of peoples.

138—(Formerly 114)—Geography of Europe. Four hours.

A study of European countries, their people, products, trade, etc., with emphasis on the relation between geographic environment and present economic problems.

139—(Formerly 115)—Asia and Australia. Four hours.

Method of treatment same as 138. China, Japan and India stressed.

140—Geography of Africa. Two hours.**145—Geography of World Trade.** Four hours.

A study of the chief commodities that enter into world trade, their source and exchange.

147—Human Geography of the South. A Regional Study. Four hours.

A study of the geographical, historical, economic, and social factors that have gone into the making of the South as we know it today. Also some estimate of economic changes that might better the situation, suggested in the light of findings by research experts and scientific experiment.

160—Geographic Influences in American History. Four hours.

Recommended for Social Studies majors. A study of the relation of geography to the exploitation, settlement, political, industrial, and social development of the United States.

DEPARTMENT OF HISTORY**Dr. Wiley****Dr. Kincannon****Miss Brown****Mr. Rivers****27—World History, 1450-1789.** Four hours.

Introductory course in the history of the modern world covering the period from the Renaissance of the French Revolution.

28—World History Since 1789. Four hours.

A continuation of History 27. Covers the period from the outbreak of the French Revolution to the present.

29—Mississippi History. Four hours.

An introductory course dealing with Mississippi as a province, a territory and a state. Required of all Freshmen.

61—American History to 1789. Four hours.

This course is designed to give the student a survey of our political, social and economic history to 1789.

62—American History, 1789 to 1865. Four hours.

A continuation of History 61. A survey course of the middle period of American history, from the formation of the government through the Civil War.

63—American History Since 1865. Four hours.

A continuation of History 62. Covers the period from the close of the Civil War to the present.

109—Problems of Mississippi History. Four hours.

An advanced course dealing with special phases of Mississippi history. Particular emphasis is placed on the part Mississippi and Mississippians have played in national affairs. Not open to students who have had History 29.

110—The Middle Ages. Four hours.

An advanced course in European history covering the period from the creation of the Roman Empire to the beginning of the Renaissance.

125—The Teaching of the Social Studies. Four hours.

Designed for the teacher of the Social Studies. Treats of the problems of teaching centered around the teacher, his subjects, and his classroom difficulties. Conducted on the conference plan.

126—Early Hispanic America. Four hours.

A study of the colonial history of Hispanic America; the cause and course of the wars of independence; and the history of the early republic down to 1880.

128—Early American Foreign Relations. Four hours.

A survey of the foreign policy of the United States from the Revolution through the Civil War. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

129—Recent American Foreign Relations. Four hours.

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations and the World Court as they affect the United States.

140—Civil War and Reconstruction. Four hours.

An advanced course treating the middle period of American history. Emphasis on social and economic causes of the War between the States.

142—Recent American History. Four hours.

A topical treatment of the period from 1876 to the present. Units studied include labor, tariff and currency, imperial America, trusts, the World War, America and Internationalism.

144—Current History. Four hours.

A problem and discussion course in current affairs and in the method of teaching current history in the high school. The socialized plan of recitation is used for this course.

174—Early English History. Four hours.

A survey of Ancient and Medieval England with emphasis on customs,

literature, and institutions. Especially recommended for English majors and for those who contemplate a study of law.

176—Reformation and Revolution. Four hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

177—Recent European History. Four hours.

A study of the period from about 1870 to the present, with the greatest emphasis on the causes and consequences of the World War. Particular attention is also given to post-war social and economic problems. Required of all Group II and Group III majors.

185—History of the Old South.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

DEPARTMENT OF SOCIAL SCIENCES

Mr. Lewis

Mr. Hall

ECONOMICS

33—American Economic Life. Four hours.

The purpose of this course is to acquaint the student with a few of the modern economic problems, very little attention being paid to economic theory, Topics: The different standards of living; the problem of the just apportionment of income; the relation of the financial organization to industry; relations between economic, social, and political conditions.

55—Principles of Economics. Four hours.

A study of the fundamental principles of economic underlying the present economic organization. The laws governing the consumption, the production, the distribution, and the exchange of wealth with attention to the problems of monopoly, nature of human wants, and business organizations. A practical course for rural communities.

77—Labor Problems. Four hours.

The aim of this course is to present the important facts in the history of organized labor in the United States, to analyze the chief problems which affect labor organizations and to evaluate the functions of organized labor.

129—Public Finance. Four hours.

The plan of this course intends to give the reader and student a reasonable amount of information concerning past and current government expenses, also both the history and present methods of taxation as illustrative principles which the future taxpayer and voting citizen should know concerning the finances of the government. Financial conditions of Mississippi will be stressed.

133—Money and Banking. Four hours.

This course presents an outline of modern American banking in its relation to other business. It is thought best to emphasize the business aspect of the bank as viewed from the outside rather than stress its internal organization too much. Particular attention has been given to the financing of the individual enterprise; the problems which must be met by the business man, in whatever occupation engaged, in connection with the transaction of the banking side of his operations.

153—Marketing. Four hours.

A study of the principles, methods, and problems of marketing. It treats of the nature of the marketing process. It views the market structure as a whole and analyzes marketing problems and the devices used in solving them.

POLITICAL SCIENCE**25—American Government.** Four hours.

This course offers a study in the science of government, particular attention being given to the origin and development of the federal system, and a comparison of this system with those of some of the European countries.

45—County Government. Four hours.

This course stresses the increasing importance of County Government both in scope of its older functions and in the expansion of activities in new directions. Attention is given to the administration and operation of governmental activities in all of its various fields. The increasing scale of county finances and the steady expansion of county activities make an understanding of this part of our governmental system much more important than ever before.

Special attention will be given to the increasing importance of the social services the county government is being called upon to render.

105—Parliamentary Law and Its Usage. Two hours.

The aim of this course is to explain the generally accepted rules of the conduct of meetings and inform young men and women how to organize and conduct business in mass meetings and different kinds of societies.

106—American Political Parties. Two hours.

This course is a history of the leading political parties of the United States and a study of practical politics in such topics as nominating methods, campaigns and elections, party machinery, election laws, spoils systems, civil service reform, and remedies for evils of present day political methods.

130—State Government. Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

145—Current Problems in Citizenship. Four hours.

The course is intended to supply a background for intelligent appreciation of the facts about American government. Topics treated are immigration, naturalization, Americanization, race relationships, public opinion, unemployment, prohibition, economic and legal status of women, war and peace.

135—American Municipal Government. Four hours.

A study of the principles and systems of municipal government, with special stress on the municipal revenues, the municipal budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

185—International Law. Four hours.

During the World War an intimate bearing of international law upon the peace and prosperity of the world at large has been caused to be realized by the general public as well as by statesmen and scholars. Hence, the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

SOCIOLOGY**63—An Introduction of Sociology.** Four hours.

This course aims to give the student a clear and appealing start in Sociology, then a concise presentation of the subject that has correctness and accuracy. It is a comprehensive study of the concepts and processes fundamental to Sociology. Topics discussed: Man and his social equipment; man and his social experience; man and his social organization; man and his social failures; man and his social resources.

75—Rural Sociology. Four hours.

This course is a treatment of such rural institutions as the home, the school, and the church. Topics discussed: social life on the farm, the tenant system of farming, recreation, isolation, rural communication, good roads, backward and anti-social classes, farm women and the home, community-building and the development of rural society in general.

112—The Science of Social Relations. Four hours.

The purpose of this course is to help promote a constructive understanding of the problems of social relations. It presents a practical study of the relationships between individuals and attempts to analyze causes and offer suggestions for the solution of conflicts and mal-adjustments in these relationships. Topics discussed: The expanded personality; the social inheritance of personality; dynamic of personality; social conflicts; solving conflicts by process of accommodation; mental conflicts and the failure complex.

128—Crime and Its Social Treatment. Four hours.

In recent years great developments have been made in the science of human behavior. It is time that calm, scientific study rather than sensational journalism methods be devoted to the problem of crime and criminals. It is apparent that the criminal must be dealt with as a human being rather than a concept.

175—Advanced Principles of Sociology. Four hours.

This course is designed to give the student an intelligent understanding and a working system of thought about society and social origins, to make a general introductory survey of the field of principles of sociology, to help the student to arrive at wise decisions as to social policies, social forces, and social products.

176—Educational Sociology. Four hours.

A study of the relation of education to social conduct. Emphasis will be placed upon the subject matter, social problems of the teacher and the school organization.

177—Ethics. Four hours.

The purpose of a study of Ethics is to awaken a vital conviction of the genuine reality of moral problems and the value of reflective thought in dealing with them. It emphasizes the importance and the possibilities of right living; it makes clear to us why one act is better than another; why duty is justified in thwarting our inclinations and conscience is to be obeyed. It helps us to see what are the prevalent sins and moral dangers of our day and thus arouse us to put the weight of our blame and praise where they are needed.

FALL QUARTER 1938-1939

Class days for third period classes are Tuesday, Wednesday, Thursday, and Friday. Chapel exercises are held on Monday at the third hour in the auditorium.

[illegible]

FALL QUARTER—(Continued)

Department	1	2	3	4	5	6	7	8	Class Days	Room	Instructor
Physical Education		48	99	37	143	123	139	41			Perry
			103	151	89	17	59	145			Bingham
	12	126				35	41	65			Green
						34		24			Vann
						28—40—102					
Psychology		119		119	157	65			MWTF	201	Peterson
			116							207	Freeny
Science	130-130	MW	W						MTWT	36	Austin
		TTF	25-25*								
		75-75							TWTF	36	Austin
		WF									
		37-37							MWTF	33	Walker
		TT			MW				MTWT	33	Walker
			92-92		80-80				TWTF	33	Walker
		22									
	37-37	TTh							TWTF	38	Frazier
	MW						W				
	122-122			145		147-147			MTWT	38	Frazier
Social Science	75	175			63	135			TWTF	206	Lewis
			130	33	129	25			TWTF	203	Hall

*Another laboratory section will be arranged for students unable to meet the scheduled section in Science 25.

WINTER QUARTER 1938-1939

Class days for third period classes are Tuesday, Wednesday, Thursday, and Friday.
Chapel exercises are held on Monday at the third hour in the auditorium.

Department	1	2	3	4	5	6	7	8	Class Days	Room	Instructor
Commerce	116	125 35	36	26	34				MWTF MWTF	21 25-29	Rogers Vann
Education		182 183 185	182 183 185	182 183 185	182 183 185	182 183 185			MTWTF MTWTF MTWTF	D. S. D. S. D. S.	Weathersby Weathersby Weathersby
		186 109 105	186 103	186 66 136	186	186 RR	TTh 162		MTWTF MTTF MTWF TWTF TWTF	D. S. 110 209 110 203	Weathersby Jones Ware Weathersby Freeny
			113-113		101		169				
English			76	76		148			TWTF	209	Lowrey
		Tu 25-25			124	28B	75	Tu 120	MTTF	210	Hickman
		Tu 25-25		127	125		26A	M 138	MTTF	208	Bass
		Tu 25-25						W 115	TWTF	202	Shands
Fine Arts	77-77			89	25		140		MWTF	111	D'Olive
Foreign Language		145	35 25	143	76				TWTF TWTF	202 102	Shands Tribble
Geography	160	88		43	130				MTTF	106	Bolton
Health	136	79			167	133			TWTF	301	Vann Schwartz
History	62	28	140	28		185	125		MTTF	107	Wiley
			62	109	128				MWTF	103-109	Rivers
				110			28		MTWF	103	Kincannon
									MTWF	114	Brown
Home Economics	185-185		186-186		185		200		MTWF	N. S.	Fritzsche
				TTh							
	125-125		26-26			125-125			MTWF	28	Campbell
	186-186		186-186		85-85	196			MTWF	26	Kline
	Nursery School					197	138			N. S.	Waltz
Industrial Arts		20	31-31 63-63		87 125	120			MTWT	5	Thomas
Library Science				29					W	25	Roberts
Mathematics	76	60		176		32	131		MWTF	23	Dearman
Music	124 174 171	65 127	96 165	35	38				20(Night)		Marsh Keller
			168		71			22			
	44		115		44		183				Poe
	121		118		74						Reeve
	Private piano, voice, violin, cello					68					

WINTER QUARTER—(Continued)

Department	1	2	3	4	5	6	7	8	Class Days	Room	Instructor
Physical Education		149			117		153	141	MTWT		Perry
		33	103	181	137	105	53	121	MTWT		Bingham
	12	128			57	17		31			Green
					36	26	42	104	38-50-154		Vann
Psychology	65			65		119			MWTF	201	Peterson
			116							207	Freeney
Science	MTWT	MW	W								
	131-131		26-26						TWTF	36	Austin
		TTF									
		76-76							TWTF	36	Austin
			WF								
		38-38			23				TWTF	36	Austin
					MW					38	Walker
		M			81-81				MTWF	38	Walker
	136-136										
			TT		T				TWTF	33	Walker
		123-123		145	137-137				TWTF	33	Frazier
Social Science	128	112		176		75			TWTF	206	Lewis
		145	133		55	25			TWTF	203	Hall

Class days for third period classes are Tuesday, Wednesday, Thursday, and Friday. Chapel exercises are held on Monday at the third hour in the auditorium.

[illegible]

Department	1	2	3	4	5	6	7	8	Class Days	Room	Instructor			
Physical Education	41	33x	99	149	87 143 151	111 107	97	151 101 75 30			Perry			
	12		128 126		20	24 32		Bingham Green Vann						
Psychology	65s	65	116	188	65s	119			MWTF	201	Peterson			
Industrial Arts	20	20x	31-31 63-63		181	127	20x		MTWT	5	Thomas			
Science	132	MW	W	24					MTWT	36	Austin			
	132	TTF	27-27											
		75-75												
		MW							MW					
		172-172							147-147					
		TT	37-37											
	124	TTh							MTWT	33	Frazier			
	124								MTWT	33	Walker			
									MTWT	38	Frazier			
									MTWT	38	Walker			
									MTWT	38	Walker			
Social Science	177	77	153	63	55	45	33		TWTF	206	Lewis			
		105x 1106x												

SUMMER QUARTER, 1939

Class days for all third period classes are Tuesday, Wednesday, Thursday and Friday. Chapel exercises are held on Monday at the third hour in the Auditorium. Classes begin at 7:45 a. m. The first five periods come before lunch, which is at 12:45. Afternoon classes begin at 2:00 p. m.

Department	1	2	3	4	5	6	7	8	9	Class Days	Room
Commerce			117	116	115	125				MWTF	21-25-29
Education	182	182	162x*	182	182					MTWTF	D.S.
	183	183	162x**	183	183					MTWTF	D.S.
	186	186		185	186					MTWTF	D.S.
		138		113*s		113	101	113*s		MTTF	110
	105	107		103	109					MTTF	110
			66s*					66s*		TWTF	
English	75s*	127	180s**	75s*	80	180s**	26			MTTF	210
		25		110	24x**	141				MTTF	209-10
	117s*				28Bx*		117s*			MTTF	209
Fine Arts	25	89		77-77		75-75				MTWTF	111
	89s*				89s*					MWTF	
Geography	33s*	130		110	33s*	160				MTTF	106
Health	129	133x			125	79				MTTF	301
		134x				27s*					
		27s*									
History	27	63		62s*		62s*				MTWF	103
	176		129			177				MTTF	107
		61s**		29	126	61s**				MTWF	102-3
		109s*	28s*			28s*		109s*		MTWF	102
Home Eco.	125-125		200	150-150		26-26				MTWF	28
	197	196		85-85			105-105			MTWF	N.S.
						104-104				TWTF	N.S.
Ind. Arts	20	31		31	20x-20x***					MTWT	1-3
Math.	75s	60			32	75s				MWTF	23
	76s					76s					
Music	126	64	34	179	43						
	120				37	67					
	43	95	96		73						
					70						
Advanced Theory											
Physical Education	41z*	149z*				143		125	34		
		99z*	151		87z*	105*					
		33x**					30	126z*			
	41z**	99z**		37*	133z*		149		12		
	34	34z**		48	143z*				24z*		
					103	151z*	75		30z**		
		34z*						24z**	128z*		
Psychology		65		116			119			MWTF	201
	65s*	116s*				65s*	116s*			MTWT	203
Science	37-37	38-38		22	23	24				TWTF	36
		137-137	172-172		145		147-147			TWTF	33
Social Science		105x	145		55	130				TWTF	204
		106x								TWTF	
		175								TWTF	206
	128			63		45					

*First term courses. **Second term courses.

NOTE: A number of courses will be offered in addition to those scheduled above. It will be the policy of the College to offer during the spring and summer quarters any courses requested by ten or more students.

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